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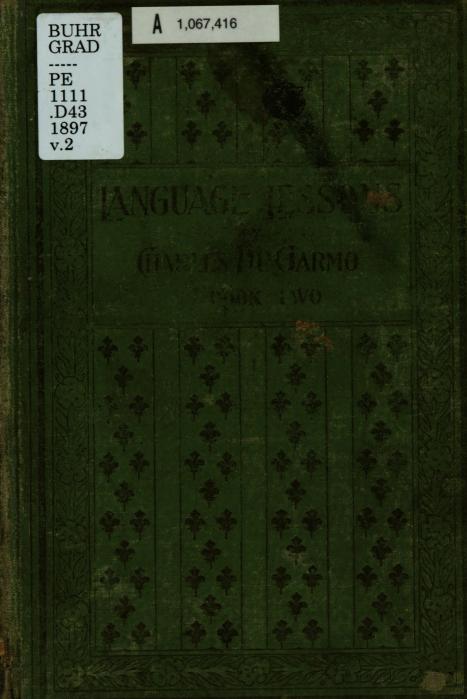
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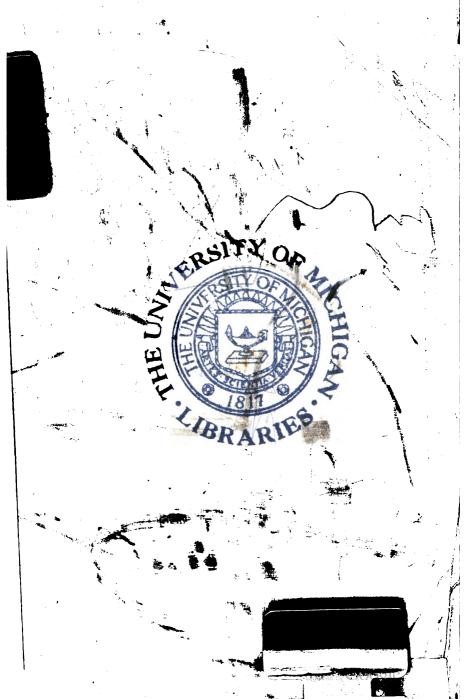
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LANGUAGE LESSONS

Book Two

BY

CHARLES DE GARMO, Ph.D. PRESIDENT OF SWARTHMORE COLLEGE



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PREFACE.

This book continues the development of the two leading language ideas embodied in Book I. of this series. These ideas are (1) the practical mastery of English Composition as an art, and (2) an inductive approach to the laws of Grammar as a science.

The language art is presented specifically in Composition Exercises, though all the lessons help to develop skill and facility in writing. The inductive mastery of the principles of Grammar is accomplished by means of Sentence Exercises, each of which embodies in concrete form an important grammatical distinction.

There follows at the close of each chapter a summary of the Rules and Principles of Grammar and Composition that have been embodied in the two classes of exercises. The summary serves a double purpose, since, on the one hand, it furnishes the teacher with a guide to the real significance of the lessons, and on the other formulates for the pupil the rules and definitions of Grammar and Composition that have been concretely developed.

These language exercises present not only the form but also the SUBSTANCE of induction, for they offer a thought material as rich as history, literature, and nature can well

furnish. They provide this material, moreover, in such quantities that an idea can be not only apprehended by the pupil, but also mastered.

The Composition Exercises, having no absolutely necessary sequence, and being drawn freely from literature, history, and natural science, may be efficiently correlated with the other studies, since in most cases they furnish the precise material that would naturally be desired. In any event, they suggest types and methods of composition growing out of historical, literary, and science studies. The index at the close of the book furnishes an easy means for thus utilizing the whole wealth of composition exercises offered.

It is not recommended, however, that the Sentence Exercises be used indiscriminately, for the sequence here given, if not an absolutely essential, is at least a natural one. A science is a system of ideas, and even where the order is not substantially fixed, as in mathematics, the mastery of any subject is greatly promoted by the orderly presentation of its parts. For this reason, the Sentence Exercises should be taken up in the order given. They are so arranged that there is a steady progress in the thought, each onward step either presenting a new phase of grammar or reinforcing an old one by concrete practice.

The great desirability of taking the Sentence Exercises in the order given is urged, because this language series aims to do more than to teach the pupil how to write. To practical composition it adds an inductive approach to the chief ideas of grammar. With the introduction furnished by these inductive lessons, a brief study of formal grammar as presented in the third book of the series will

put the pupil, at an early age, into firm possession of all the essentials of English grammar, so that he will possess their substance as well as their form.

As in the first book, so here, the material for composition is enriched by connected outlines taken from classic literature, ancient and modern. The mind of the pupil is guided by brief outlines in words, while his imagination is quickened by pictorial illustration showing likewise the progress of the thought. There is consequently a double stimulus to interest; namely, contact with ideas that have stood the test of time, and a system of pictures revealing to the fancy what the words suggest to the mind. In this way, pictures illuminate the thought without having a tendency to dissipate it.

Notwithstanding the fact that the exercises furnish a brief, concrete, definite, and interesting nucleus of thought, the teacher will quickly observe that they are not a substitute for the pupil's originality, but a powerful stimulus to it. They offer a perpetual challenge to thought, awakening the mind to independent activity by giving it something to react upon. The teacher will soon perceive, moreover, that though it is far from the purpose of the lessons to make the children "good," yet many of the exercises have a powerful indirect influence in implanting right social ideals of conduct.

It will be found that the exercises are equally well adapted to oral and written work. This fact makes it easy to adapt them to the time at command, and to the amount of writing, both in and out of the class, that can profitably be done. Their variety, brevity, and definiteness insure a large number of well-written and brief compositions, eliminating at the same time the need for tedious preparation on the part of the teacher. Their thorough organization, also, makes every exercise contribute directly to definite ends, thus preventing indiscriminate language activity leading to no valuable results.

Book II. is designed for the use of the pupil during the fifth and sixth years of the graded school; Book I. for the two preceding years. In ungraded schools they will be found adapted to corresponding ages.

As would naturally be expected, Book I. lays the emphasis upon facility in writing, whereas Book II. develops more fully the inductive grammar lessons, — by no means, however, neglecting the amount and quality of the work in composition.

SWARTHMORE COLLEGE, Jan. 1, 1897.

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Part I.

CHAPTER I.

SUBSTITUTES FOR THE NOUN AS SUBJECT OF THE SENTENCE. DIRECT QUOTATIONS.

LESSON I.

THE SUBJECT MAY BE AN ADJECTIVE USED AS A NOUN.

SENTENCE EXERCISES.

WHAT THE BEE TEACHES.

The prudent provide for the future. The diligent will always have food. The lazy must suffer want. The skillful are everywhere honored. The diligent are always happy. Even the small must not be lightly valued. Through it the great is often produced. The useful and the good often lie deeply concealed.

- 1. Write the adjectives that are used as nouns. Ex: Prudent, etc.
- 2. Use each of these words again as an adjective in a complete sentence. Ex.: A prudent man provides for the future.

Wicked men will be punished for their sins. Just men inherit eternal life. Rich people and poor people must

live side by side. As the old birds sing the young birds twitter. Young people are taught. Old people are honored. The innocent man must often suffer for the guilty one. Almighty God protects us. A timid boy flees before his own shadow. A wise man often yields.

3. Rewrite these sentences omitting the nouns that are their subjects, and using instead of them the adjectives by which these nouns are modified — Ex.: The wicked will be punished for their sins.

LESSON II.

CHANGED ORDER OF WORDS.

COMPOSITION EXERCISES.

To the Teacher.—The main idea of these exercises is to teach how to reconstruct sentences, chiefly by changing the order of words. Through such exercises the children will soon secure facility in varying and improving construction. Let each pupil decide which form of the sentence seems to him most pleasing and forcible.

There were, twenty-five years ago, herds of buffalo still to be found upon the plains west of the Mississippi River.

4. Change the order of words, and begin with: (1) Twenty-five, (2) Herds of Buffalo, (3) Upon, (4) To be found. — Ex.: Twenty-five years ago, herds, etc.

During a thunder-storm it is not safe to stand beneath tall trees, for these are often struck by lightning.

5. Change the order of the words and begin with: (1) It, (2) To stand, (3) Often, (4) Lightning, (5) Beneath.—Ex.: It is not safe to stand beneath tall trees during, etc.

LESSON III.

SENTENCE EXERCISES.

THE EMPEROR IN THE SCHOOL.

The Emperor, Charles the Great, or Charlemagne, as he is called, founded many schools in his kingdom. rich and noble were required to send their children. the poor and humble were also allowed to send theirs. One day the Emperor himself visited a school and tested the pupils. The diligent and studious received places at his right. The lazy and ignorant were sent to his left. It turned out, now, that the children of the rich had learned nothing; but those of the poor had gained much useful knowledge. Then the Emperor said: "The ignorant and lazy must not pride themselves upon the rank of their parents. Knowledge counts more with me than riches, and ability to do is worth more than a noble name. The uneducated and stupid need not count upon my favor. the intelligent and industrious shall one day have places of honor in my empire." The indolent were now ashamed, and strove to learn.

- 6. (a) Find all the adjectives that are here used as nouns. (b) Reconstruct the sentences, and place after these adjectives the nouns to which they refer. Ex.: Rich and noble families were required to send their children.
 - 7. Write the story from dictation.

Whoever is haughty has rarely many friends. He that is wise does not act hastily. That which is small is often despised. He that is unfortunate is not seldom ridiculed. Whoever is sad should be consoled. He that is sick desires

to be well. What is pleasant is always welcome. What is just and honest should be praised and defended. What is base and false should be condemned and despised.

8. Express these thoughts in simple sentences in which the subject is an adjective used as a noun. — Ex.: The haughty rarely have many friends.

LESSON IV.

To the Teacher. — Insist, from the beginning, on correct form in composition. The following points are the most important:—

1. The pupil's name should be written near the upper right-hand cor-

ner of the page.

2. The title should be in the middle of the page, near the top, and underlined.

3. There should be an even margin on the left-hand side of the page (about one-half inch on note-paper). The first line of each paragraph should be indented, that is, it should be begun still farther to the right. No margin is required on the right-hand side of the page.

4. A syllable should never be broken at the end of a line. When there is not room for the whole of the last word on the line, write as many syllables as possible, and place a hyphen after them to show that the remaining syllable or syllables have been carried to the beginning of the line below.

5. Every sentence must begin with a capital letter.

6. An interrogation mark is required at the close of each question.

7. A period is required at the close of a declarative or an imperative sentence.

THE LIGHTNING.

The mother of young Arthur lay very sick with fever. The doctor recommended cooling fruits for her. Arthur hastened at once into the woods for blackberries. The day was very hot. (It was, etc.) The boy searched diligently. The heat made the sweat stand on his forehead. But he picked on patiently. The basket was finally full of the choicest berries. Then he thought to rest a little

in the shadow of a tall oak. There arose, suddenly, a thunder-storm. Fierce lightning flashed through the sky. The voice of the thunder resounded louder and louder. Streaming rain soon fell upon the leaves of the trees. The joy of the boy was now turned to fear. For a time he sat crying under the oak. It occurred to him at the right moment, that it is not safe to remain under tall trees during a thunder-storm. He, therefore, seized his basket quickly and hastened away. Suddenly a bright flash came and the thunder quickly followed (was followed). The boy looked around terrified. There lay the oak shattered upon the ground. Arthur arrived at home, wet through, but the mother recovered. She was very grateful to her son.

9. Change the order of words, beginning each sentence with the italicized word or words.— Ex.: Young Arthur's mother, etc.

LESSON V.

THE SUBJECT MAY BE A VERB.

SENTENCE EXERCISES.

It is easy to blame. It is hard to improve. It is wrong to steal. It is not wrong to jest. It is shameful to lie. It is a bad habit to call names. It is laborious to learn. It is human to err. It is not manly to smoke. It does no good to scold. It is useless and wicked to swear.

10. Change each of these sentences so that the verb at the end shall become the subject of the sentence. — Ex.: To blame is easy.

It is no disgrace to labor. It is often wiser to remain silent than to speak. It is nobler to suffer than to quar-

- rel. It is more blessed to give than to receive. It is better to bend than to break. It is sorrow to borrow. It is better to laugh than to cry.
- 11. Omit the subject "it" and use in its stead the infinite form of the verb found at the end of the sentence. Ex.: To labor is no disgrace.
- 12. Make other sentences with "it" for the subject. Ex.: It thundered, but it did not rain.
- 13. Find sentences in your Reading Book in which an adjective or a verb is used as subject.

LESSON VI.

COMPOSITION EXERCISES.

THE CITY MOUSE AND THE FIELD MOUSE.

A city mouse once took a walk. She met on the way her friend, the field mouse. While with her friend she



satisfied her hunger with acorns, barley, and nuts. The field mouse became the guest of the city mouse, not long after. Here she was fed with the finest dainties. Then thought she, "If I only had such good living!" At this mo-

ment, however, the cook entered the pantry. The city mouse ran quickly back into her hole. The field mouse

was not so fortunate. She ran hither and thither, and the cook once came near striking her dead. Finally the dan-

ger was past. The city mouse came out once more and said, "Now we can have a good time again." But the field mouse answered, "I would rather live a humble life and be safe, than to feed on dainties and live in constant danger" (than to live, etc.).



14. Rewrite this story and begin each sentence with the italicized word or words.

LESSON VII.

COMPOSITION EXERCISES.

THE OLD GENERAL.

An old general, together with other gentlemen high in office, once ate dinner with the king. Such people usually sit for a long time at the table, because they have much to say. The aged general fell asleep during the conversation. Several of the gentlemen smiled when they saw it. The king had scarcely noticed this, when he said earnestly, "Gentlemen, speak softly, and do not disturb him. Often enough and long enough has he kept awake for us."

15. Rewrite this story and begin each sentence with its italicized word.

16. Try to make still other changes in the order of the words, and begin, for instance: Sentence 1: Once. Sentence 2: Because. Sentence 3: The conversation caused. Sentence 4: Of the gentlemen who. Sentence 5: The king said. Sentence 6: I implore you. Sentence 7: You have forgotten.

LESSON VIII.

SENTENCE EXERCISE.

THE SUBJECT MAY BE THE PRESENT OR PAST PARTICIPLE USED AS NOUN.

Those that suffer are not seldom made sport of. They that err should be led into the path of truth. Those who deserve it should get their reward. Those who are oppressed deserve our sympathy. Those who are hard-hearted may sometime desire loving-kindness. Those who forgive are sure to be forgiven.

17. Change each of these sentences so that the subject shall be a Participle, that is, a verb-form ending in ing or ed.—

Ex.: The forgiving, etc.

LESSON IX.

COMPOSITION EXERCISES.

When a man once lies, others no longer believe him.

18. Change the construction of the sentence by beginning with: (1) Others no longer; (2) If you have; (3) If you wish that others; (4) One whom others; (5) Do not lie; (6) Should you once; (7) Never lie, if.

He who digs a pit for others often falls into it himself.

19. Change the construction of the sentence by beginning with: (1) Often; (2) You will yourself; (3) Many a one has fallen; (4) If you dig; (5) If you do not want; (6) It is true that; (7) Should you dig; (8) Into the pit which; (9) He is not to be pitied who; (10) How often does one himself fall; (11) If all would only reflect that.

LESSON X.

COMPOSITION EXERCISES.

THE FOX AND THE CROW.

A crow had stolen a piece of meat. He flew to the woods and sought out a quiet place to eat it. A hungry fox thought to get the meat for himself, so he called with a loud voice, "How handsome the crow is, in the elegance of her shape and the fairness of her com-



plexion. If her voice were only equal to her beauty, she



would be the queen of birds." These words flattered the crow, and she gave a loud caw to show the quality of her voice. The meat dropped to the ground and was quickly eaten by the fox. "My good crow," said the fox,

"your voice is right enough, but your wit is wanting."

20. Read the fable carefully, and then reproduce it from memory.

BK. II - B

THE DONKEY AND THE GOAT (Imitation).

21. Donkey eating at his manger. Goat perceives a cab-bage-head under the hay. Praises the donkey's form and long ears, but regrets that he can not dance. Donkey wants to show the agility of his legs. Skips about in most comical manner. Meantime goat eats the cabbage-head.

Rules and Principles.

To the Teacher. — At or near the close of every chapter will be found a number of "Rules and Principles" which summarize the sentence exercises. They are the expression of that part of the science of grammar which the exercises embody, and to a clear knowledge of which they lead. The child should now learn and recite these rules, always accompanying them by concrete illustrations.

- 1. The subject of the sentence names the thing of which something is said, and may be inquired for with "who" or "what." It may be:—
- (a) A noun. Ex.: Chicago is a city. A hawk is a bird of prey.
- (b) A pronoun. Ex.: I will fear no evil.
- (c) An adjective used as a noun, or a participle used as a noun, the participle being a verb-form that usually ends in ing, ed, or n. Ex.: The righteous fear no evil. The erring should mend their ways. The oppressed deserve our pity.
- (d) An infinitive verb, or a verb with the word "to" prefixed.
 Ex.: To err is human. To forgive is easier than to forget.
- (e) Almost any word may become a subject. Ex.: A yes is often the most emphatic word one can use. The now passes like an arrow.
- 2. Nouns may name sense-objects, as man, tree; or thought-objects, as love, strength.

- 3. Sense-objects are those we can perceive with the senses. Of nouns that name sense-objects we have:—
- (a) Proper nouns, or those that apply but to a single object, as Henry, Illinois.
- (b) Class nouns, or those that apply to a class of objects, as boy, apple.
- (c) Collective nouns, or those that in the singular name a number of objects, as flock, herd.
- (d) Material nouns, or those that name a material, as wood, iron.
- 4. Thought-objects are qualities, conditions, or actions to which we give names, and which we regard as things. Ex.: Qualities: goodness (from the quality good), greatness, sourness; conditions: sleep, silence, comfort; actions: motion, division, flight.

CHAPTER II.

DIRECT QUOTATIONS.

LESSON XI.

SENTENCE EXERCISES.

To the Teacher. — In this and the following exercises the pupil is drilled upon the use of quotation marks and upon the accompanying punctuation.

THE BOY IN THE WOODS.

A boy ran into the woods. Then the oak tree cried out, "Rest in my shade." The boy answered, "I am not yet tired." Then the violet said, "Smell my odor." The boy answered, "I will take you along for my mother." Soon he espied the red strawberry. It called out to him, "Pick me, I am ripe." The boy answered, "I will give you to my sister." Finally he came to the berry of a poisonous plant. It said, "Eat me." But the boy replied, "I will not eat you, for you look suspicious. I will pick you and show you to my father. He knows you better than I do."

22. Write out the sentences containing the direct address of the boy (1) to the oak tree, (2) to the violet, (3) to the strawberry, (4) to the poisonous berry. Observe the marks which stand before and after the quotation.

LESSON XII.

EARLY LIFE OF ABRAHAM LINCOLN.

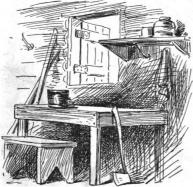
TO THE TEACHER. — These outlines are introduced as types of what may readily be done with the biographies of pioneers in the Mississippi Valley. Similar ones may easily be prepared concerning La Salle, Clarke, Marquette, Boone, Fremont, De Soto, and others.

PIONEER HOME-BUILDING.

Abraham Lincoln was born in a log shanty on a lonely farm in Kentucky, February 12, 1809. When he

was seven years old his father, Thomas Lincoln, moved with his family to Southern Indiana, and at first built a rude shed to shelter them — a hut having no door and no windows. One





side was open, so that a bear or an Indian might walk in.

Meantime the father was constructing a new log house, having four sides, a door, and a chimney. Home-made furniture, table, stools. (How made?) Abra-

ham slept in loft on bag of leaves. Corn-bread for supper.

23. Write the story.

LESSON XIII.

COW, HORSE, SHEEP, AND DOG.

To the Teacher.—Notice that, for the most part, capitals and punctuation and quotation marks are omitted from this Exercise. A vertical line indicates to the pupil where they are to be supplied.

The cow, horse, sheep, and dog argued among themselves which was the most useful to man | the cow said | from me he has sweet milk, delicious cheese, and rich butter | The horse said | I draw his heavy wagon along with light steps, and I carry my rider with the swiftness of the wind | the sheep then said | I go bare and naked that my master may be clothed | they looked at the dog scornfully and said | of what use are you | then the master approached and patted the dog | whereupon the horse said | why do you do that, master | and the cow and sheep spoke, saying | do we not deserve your love more than this useless animal | the master patted the dog still more gently and answered | this dog rescued my beloved child from the water | how could I forget such great service | i

24. Copy the above, and supply the proper punctuation and quotation marks and capital letters where the vertical lines stand.

LESSON XIV.

LEARNING UNDER DIFFICULTIES.

There was a log schoolhouse in the woods at quite a distance off, where Abraham went for a time until he had learned to read and write a little. By and by he found

a new teacher—himself. When the rest of the family had gone to bed, he would read and study by the light of the fireplace. His books were "Robinson Crusoe," "Pilgrim's Progress," "Æsop's Fables," the "Bible," a "Life of Washington," and a small "History of the United States." Read these books until he knew a great deal of

them by heart. (Which of these books have you read many times?)

Part of his evenings he spent in writing and ciphering. Worked his problems on the back of the wooden fire shovel, having no slate and but little paper. Would shave off the shovel when it would hold no



more figures. When the shovel got too thin, he would make a new one.

25. Write the story.

LESSON XV.

A fox once fell into a spring that was surrounded by a high wall. He said to himself, "Would that somebody were here who would rescue me!" A thirsty goat soon approached and asked, "Is the water good? Is there plenty of it?" The fox thought to himself, "He is just

the fellow for me." Then he studied out a trick. In a moment he replied, "Just come down here! Try it for yourself!" Then he drank with full draughts, and exclaimed, "Ah, but the water is cool and refreshing. What a precious drink that is!" The goat now began to long for the water and said, "If you would only help me down!" The fox expressed himself as ready to do so. Mr. Longbeard soon reached the water in safety, but Reynard leaped upon his back, and out of the spring. Laughingly he called back to the astonished goat, "Don't forget to climb out. It's cool in the spring."

- 26. Copy the story from memory. Notice that each direct quotation is preceded by a comma and begun with a capital letter.
- 27. Select from the quotations the sentences that are (a) declarative, (b) interrogative, (c) imperative, (d) exclamatory. (See page 134.)

LESSON XVI.

LINCOLN AT SEVENTEEN.

Nearly six feet, four inches tall. Almost a giant in strength. Could raise a barrel of cider to his knees and drink from the bung-hole, or lift a barrel of flour into a wagon alone. He could write a good hand, do hard examples in long division, and spell better than anybody else in the county. Now and then he wrote a composition on some interesting topic. The neighbors would say, upon hearing it, "The world can't beat it."

At this time a neighbor hired Abraham to go with him on a flatboat to New Orleans, distance about eight

hundred miles. Time between three and four weeks. Boat was loaded with corn. (Down what rivers did they float?) Father said, "Take care that in trying to see the world you don't see the bottom of the Mississippi." Flatboat



attacked by robbers. Lincoln beat them off with a club.

28. Write the story.

LESSON XVII.

THE WOLF AND THE LAMB.

A wolf and a lamb once happened to come to the same brook at the same time to drink | the wolf stood higher up the stream than the lamb did | when the wolf saw the lamb, he ran to him and said — why do you dirty my water | the lamb answered | how can I dirty your water when you drink above where I am | the wolf replied | do you also sauce me | the lamb said gently | I do not sauce you | then the wolf said | six months ago your father abused me | the lamb replied | six months ago I was not born; how can I answer for what my father did then | the wolf spoke again, saying | but you have eaten down the grass in my fields and meadows | again the lamb answered | how is that possible? I have as yet no teeth | the wolf

said | O, you have plenty of answers, but I shall not do without my supper | then he killed the innocent lamb and devoured it.

- 29. Copy the story, supplying the proper punctuation and quotation marks and capital letters where the vertical lines stand.
- 30. Find direct quotations in your Readers, and tell whether they are declarative, interrogative, imperative, or exclamatory.

LESSON XVIII.

THE REMOVAL TO ILLINOIS.

Not long after young Lincoln's return from New Orleans, his father moved to Illinois. Two weeks' journey through the woods with ox-teams.

Abraham helped his father build a log-house. Then he helped to split walnut rails enough to fence in fifteen acres of land for a cornfield.

Once when he needed a new pair of trousers,

he made a bargain with a Mrs. Nancy Miller to weave him some yards of tow cloth, and to dye it brown with walnut bark. For each yard he agreed to make her four hundred good fence rails. Paid for all his clothes in this way.

Lincoln became a clerk in a store at New Salem, Illinois. A gang of roughs in the neighborhood, whose leader was Jack Armstrong, used to attack newcomers – beat them – put them in a hogshead and roll them down hill. They concluded to try Lincoln – challenged him to a wrestling match – were astonished at the result – did not want to try it again. They were soon friends and admirers of Lincoln, who now became a peacemaker.

31. Write the story.

LESSON XIX.

THE JAY AND HER CHILDREN.

A jay once led her children into the fields, that they might learn to seek their own food. But this did not please them. "We would rather go back to the nest," cried they. "There it is pleasanter, for you, dear mother, bring us food in your bill." However, the mother said, "My children, you are large enough to feed yourselves. My mother sent me out much younger." "But the archers will kill us," replied the children. "No, no," said she, "it requires time to aim. When you see that they raise the bow and draw the cord back to the face in order to shoot, then fly away." "We shall indeed do that," said they quickly, "but if any one takes a stone to throw at us, when no time is needed for aiming, how then?" "You can see him stoop," said the mother, "when he picks up

the stone." "But suppose he should carry the stone in his hand, and be ready at any moment to throw?" "Ah! how much you know," said the mother, "you are already able to care for yourselves." Thereupon she flew away, and left them alone.

32. Copy the sentences containing direct quotations so that the part not quoted may stand (a) before, (b) after, and (c) between the parts of the quotation.— Ex.: (a) They cried, "We would rather go back to the nest." (b) "We would rather," cried they. (c) "We would rather," cried they, "go back to the nest."

Notice that when the question is broken, two sets of quotation marks must be used.

LESSON XX.

"HONEST 'ABE.'"-THE BLACK HAWK WAR.



Lincoln was faithful in all things, little and great. A woman once overpaid him by six cents. Discovered it after she was gone. Walked six miles after the store was closed to repay her. Such things as this caused the people to call him "Honest 'Abe.'"

Lincoln went to fight the

Indians in what was called the Black Hawk War. People were expecting war, because some time before an Indian had come to a settler's cabin, and said, "Too much white

man." He then threw a handful of leaves into the air. What did this mean? A chief named Black Hawk began the war, but was soon overthrown. Lincoln said his only battles were with the mosquitoes. He killed no Indians, but saved the life of an old savage.

33. Write the story.

LESSON XXI.

1. The proverb says, "Satan finds some mischief still for idle hands to do." 2. Solon said, "Account no man happy before he is dead." 3. Columbus once said, "Every thing seems easy to us, when it is done." The Bible says, "Honor thy father and mother." A proverb reads, "He who pays his debts increases his goods." The non-progressive say, "Thus have we found it, thus will we leave it." 7. Pilate asked, "What is truth?" Socrates said, "The truly wise are the truly good."

Bozzaris said, -

"Strike — till the last armed foe expires; Strike — for your altars and your fires; Strike — for the green graves of your sires; God and your native land."

34. Plake the introductory clause in each sentence (a) after the quotation, (b) between the parts of the quotation. — Ex.: "Satan finds some mischief still for idle hands to do," says the proverb. "Satan," says the proverb, "finds," etc.

Notice that we use a comma or commas to separate the quotation from the rest of the sentence. Observe also that when the quotation is broken, two sets of quotation marks are needed.

LESSON XXII.

THE FIRE.

Fire | fire | rang out voices in the middle of the night | hasten to the rescue | clanged the fire bell | where is the fire | was asked from every window | the hotel is on fire come and help | was the answer | great numbers of people streamed to the burning building | what an alarm | is there any one still in the house | asked one | who will save the animals at the barn | a third ordered a ladder | where is the nearest well | called the firemen | turn the hose on the gable wall | commanded the captain of the fire company | it is all in vain | sighed the inconsolable owners | try merely to defend the neighboring houses from the destroying element | it was as they said | the hotel burned to the ground | further damage, however, was prevented.

35. Supply the lacking quotation and punctuation marks.

LESSON XXIII.

IMPORTANT TRUTH.

A father said to his son, who was about to journey into a far country, that he could give him no wealth, but that he would not withhold from him an important truth. He said that the man who in his twentieth year has learned nothing, in his thirtieth become nothing, and in his fortieth earned nothing, would never learn anything, become anything, or get anything.

36. Change the indirect quotations, or those beginning with that, into direct ones. — Ex: A father said to his son, who was about to journey into a far country, "I can give you," etc.



LESSON XXIV.

LOOK ABOVE, BELOW, AROUND.

A pious man was once asked how it came that in spite of all the trials of life he could preserve such an even temper | thereupon he answered | that comes because I always guard my eyes | for all evil goes through the sense to the heart | but another asked further | how do you manage this | he then answered | every morning | before I go to my business among men | I direct my eyes thoughtfully upon three things | first | I lift them toward Heaven and remember that the chief business and aim of my life is above | second | I lower them to the earth and reflect how little room I need in order at last to find my grave therein | finally | I look about me and view the multitude of those who are more unfortunate than I am | in this way I am consoled for all misfortune | and live content with man and the world.

37. Supply punctuation and quotation marks.

Rules for Quotations.

- 1. Direct quotations contain the exact words of another. Ex.: The fox said, "Don't forget to climb out. It's cool in the well."
- 2. Separate a direct quotation from the rest of the sentence by a comma or commas. Ex.: The wolf said, "Six months ago your father abused me." "Six months ago," replied the lamb, "I was not born."
- 3. Inclose the words of a direct quotation in quotation marks ("—"); if the quotation is broken into two parts by the words of the speaker, use two sets of quotation marks.—

 Ex.: "Why do you," said the wolf, "dirty my water?"

CHAPTER III.

THE MODIFICATION OF THE NOUN (ADJECTIVE MODIFIERS).

LESSON XXV.

THE ADJECTIVE MAY BE A NUMERAL.

SENTENCE EXERCISES.

THE YEAR.

A year has twelve months. Each of the four seasons consists of three months. The first season is spring. The beginning of spring comes in the third month. July is the seventh month. Summer begins on the twenty-first day of June. Autumn begins on the twenty-third day of September. Winter begins in the last month in the year. It brings many discomforts with it. Yet it also has some great pleasures. All people rejoice at the coming of spring. Autumn also brings many joys. All seasons, in fact, are pleasant.

- 38. Which modifiers answer the question how many?— Ex.: How many months has the year?
- 39. Which modifiers answer the question which? Ex.: The beginning of spring comes in which month?

- 40. What words indicate a definite number? What words indicate an indefinite number?
- 41. Copy the sentences in which you find definite numbers indicated. Ex: A year has twelve months. The first season is spring.

Three, four, five, six, seven, eight, nine, ten, eleven, twelve, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, hundred, thousand.

- 42. Write from memory the above cardinal numbers in words.
- 43. (a) Tell the order of your schoolmates as you sit in the class. Ex.: Frank is the first pupil. (b) Write the ordinals, or the numerals that show order, from the above cardinals. Ex.: Third, fourth, etc. Observe that first and second are formed irregularly.

LESSON XXVI.

SENTENCE EXERCISES.

How many days has the week? the month? How many months has the year? How many years old are you? How many arms have twenty persons? How many fingers have you on each hand? How many toes does each foot have? How many legs has the dog? the fly? the spider? How many cents in half a dollar? How many quarts has a bushel? How many ounces in a pound of butter? of gold? How many things make a score? a dozen? a gross? How many sheets of paper in a quire? How many things make a pair? How many leaves has the clover?

44. Answer the questions and underline the cardinal numerals. — Ex.: The week has seven days.

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LESSON XXVII.

SENTENCE EXERCISES.

To the Teacher. — Observe that ordinals show the order in which things come. Observe how with the exception of first and second, they are formed from the cardinals, three, four, five, etc.

Which day of the week is Sunday? Tuesday? Saturday? Wednesday? Monday? Friday? Thursday? Which month of the year is December? October? August? February? November? July? January? March? May? September? April? Which day is your birthday? Which day is Christmas? Which day begins the year.

- 45. Answer the questions and underline the ordinal numerals. At the same time place along side of the numeral its equivalent figure or figures. Ex: August is the eighth (8th) month.
- 46. Write in their correct order the names of the days of the week, and then the names of the months of the year. Remember that all these names begin with capitals.

LESSON XXVIII.

COMPARISONS.

THE FIR AND THE OAK.

The fir and the oak are trees. Both of them grow in the woods, and are called forest trees. They are very highly valued on account of their wood. Large tracts of country are therefore often planted with oaks or firs.



We can easily tell one from the other. The fir grows tall and slender. The oak, on the other hand, is usually stout and gnarled. The fir



grows faster than the oak, but the oak has a harder wood than the fir. The oak has leaves, while the fir has needles. We call the fruit on the oak an acorn, while that of the fir is called a cone.

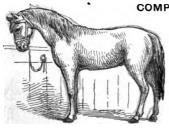


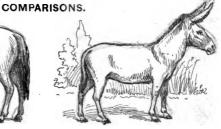
47. Read the comparison carefully and then write it from memory.

48. The Rose and the Violet.—Similarities: Garden flowers or wild. Favorites. Beauty. Odor. Differences: Violet, spring flower. Rose, summer flower. Color. Size. Rose bush. Thorns. Length of time of blooming.



LESSON XXIX.





49. Horse and Donkey. — Similarities: Mammals. Domestic animals. Legs, hoofs, pointed ears. Hair. Manes. Food.

Differences: Size. Mane. Tail. Ears. Gait. Color Use. Qualities.

50. Goose and Duck. — Similarities: Swimmers. Domes-



tic fowls. Food. Webbed feet. Manner of flying. Favorite resorts. Use. Differences: Size. Color. Neck. Eggs. Gait. Swimming.

diving. Feathers. Manner of standing.

51. Summer and Winter. — Similarities: Seasons. Length. Pleasures of. Differences: Heat and cold. Length of days, nights. Appearances in nature. The sky. Plants. Life of animals. Employment of men.

LESSON XXX.

THE ADJECTIVE MODIFIER MAY BE A POSSESSIVE PRONOUN.

SENTENCE EXERCISES.

FAVORITE COLORS.

Albert and Bertha had a friendly dispute as to which is the most beautiful color. Albert said: "My favorite color is red. Our roses in the garden are red." Bertha said: "I love blue best. Look at the sky, its color is blue. My favorite flower, the violet, is also blue." But the father said: "Your dispute is useless. All colors are beautiful. We admire their splendor in the rainbow." Then he pointed to the sky, where just then a beautiful rainbow spanned the heavens.

52. (a) Inquire for the italicized words with "whose" and answer in complete sentences. — Ex.: Whose favorite color is red? My favorite color is red. (b) Put nouns in the place of the italicized word. — Ex.: Albert's favorite color is red.

MY POULTRY YARD.

TO THE TEACHER. — Divide the class into five groups, assigning an exercise to each.

In my father's yard there is a shady corner. There lies my poultry yard. It is my joy, and my favorite resort. My chickens know my steps from afar. The cock in golden feathers knows my voice. When I hold out my hand, he comes boldly forward. He puts his bill into the hollow of my hand. Then he squints toward my pocket. He is only too glad to get something. If I show him some crumbs, he does not leave my side until I scatter them. Then my hens come up. What a clatter! I would not sell my chickens, even for much money.

- 53. Imagine the poultry yard belongs to you and your brothers. Ex.: There lies our poultry yard.
- 54. Tell the story to a friend and imagine the poultry yard is his. Ex: There lies your poultry yard.
- 55. Imagine the yard belongs to a friend and tell another about it. Ex.: There lies his poultry yard.
- 56. Do the same, imagining that the yard belongs to several friends. Ex.: There lies their poultry yard.
- 57. Write all the possessive pronouns of the first, second, and third persons, singular and plural. Ex: My ours, etc.
- 58. Find sentences in your Reading Book which contain possessive pronouns, and tell whether they are of the first, second, or third person.

LESSON XXXI.

DESCRIPTIVE EXERCISES.

JUNE BEETLE.

59. 1. Insect. 2. Main divisions: head, thorax, abdomen.

Size of these parts. Eyes large, immovable. Antennæ. Mouth-parts. Six legs with claws. Four wings—upper, under. Head and thorax, black; wings chestnut brown. Abdomen black. Spots. 3 and 4. Upon trees, leaves,

flowers, 20-30 eggs, larvæ (grubs). Chrysalis. Evenings, fly about, hum. During day, sit still. 5. Ducks, chickens, food. Very injurious. & ubs, roots. Beetles, trees. Destroy, not torment.

LESSON XXXII.

THE ADJECTIVE MODIFIER MAY BE A PHRASE (A PREPOSITION AND A NOUN).

SENTENCE EXERCISES.

The hand of the fisher guides the canoe. The dog is an enemy of the cat. The skin of a bear is called a pelt. The hill is adorned by the castle of the knight. The strength of the infant is not great. Its place is the lap of the mother.

60. Inquire for the modification with "of what" or "of whom," and answer in complete sentences. — Ex.: The hand of whom guides the canoe? The hand of the fisher guides the canoe.

61. Change the phrase into a possessive, and place it before the noun. — Ex.: The fisher's hand guides the canoe.

ABOUT ANIMALS.

The feet of what animals have hoofs? The toes of what animals have claws? The proboscis of what animal is called a trunk? The bill of what bird is crossed? The ears of what animal are long? The hide of what animal is made into leather? The bristles of what animal are made into brushes? The flesh of what animal is roasted? The skin of what animal is covered with quills? The food of what animal consists of worms?

- **62.** Answer the above questions. Ex.: The foot of the horse has a hoof.
- 63. Change the phrases of your answers into possessives, and place them before nouns. Ex: The horse's foot has a hoof.

LESSON XXXIII.

SENTENCE EXERCISES.

Head, toe, twig, ear, wing, shell, roof, handle, wheel, root, finger, gill, continent, country.

64. Of what is each of these things a part? — Ex: The head is a part of the body.

THE FOREST AS A DWELLING PLACE.

The forest is the home of the deer. The hare also seeks the thickets of the woods. The nests of the birds are also found here. The leaves of the trees protect them. The squirrel, too, lives in the woods. The fruit of the

oak furnishes him food; nor does he despise the kernels of nuts. Below, one finds the burrows of the rabbits. Close by are found the holes of the mice. The bark of the trees is also a favorite resort of many insects. There one may find the black beetles, while from the tops comes the hum of the bees.

65. Inquire for the modifier with "of what?"—Ex.: The wood is the home of what? The wood is the home of the deer.

LESSON XXXIV.

DESCRIPTIVE EXERCISE.

THE HERRING.

1. Salt-water fish. 2. Form of body. Scales. Head. Eyes. Gill-fish. Gills. Fins: pectoral - ventral - anal



- dorsal - caudal. Color. Smoked herring. One, fifty thousand eggs. 3 and 4. Northern seas. Small sea-animals. Enemies.

- 5. Yearly, one thousand millions. Salted. Smoked.
 - 66. Write the description.

LESSON XXXV.

SENTENCES WITH TWO SIMILAR ADJECTIVE MODIFIERS.

FOREST CONCERT.

The bright sun appea It is also fiery. — A gentle wind blows. It is fresh. — All the small birds awake. The large ones also awake. — The noisy crow calls down

from the lofty perch. He is also suspicious. — The gentle thrush sings in the bush. She is timid. — The dainty robin skips over the ground. He is trustful. — The saucy bluebird peers from the limb. He is bold. — The gay woodpecker drums on the dead tree. He is lively. — The restless starling whistles. He is noisy. — The loud concert makes the hearer rejoice. It is pleasant.

67. Unite each pair of sentences into one. Arrange the adjectives in the best order. — Ex: The bright and fiery sun appears.

The bee is a small insect. It is a diligent insect. — The violet is a modest flower. It is a much-loved flower. — The tulip has a splendid blossom. It has an odorless blossom. — The crow has a strong voice. He has a disagreeable voice. — The toad is a despised animal. It is a useful animal. — Diamonds are valued stones. They are rare stones.

68. Unite each pair of sentences into one, using the conjunction "but." — Ex.: The bee is a small but diligent inse

Smell, rose - pink, agreeable. Songs, nightingale - mocking-bird, pleasant. Fur, mink - beaver, valuable. Points, sword - spear, sharp. Stalks, wheat - rye, long. Ears, hare - donkey, long. Dwelling place, mole - mouse, in the ground. Hair, horse - cow, soft. Feathers crow - blackbird, black. John, son Zachariah - Elizabeth.

69. Unite the words into sentences. — Ex.: The smell of the rose and of the pink is agreeable.

Trees.—Roots, oak - birch -gnarly. Trunk, poplar - palm, slim. Bark, maple - birch, smooth. Top, maple -

chestnut, luxuriant. Branches, birch – willow, flexible. Needles, pine – larch, pointed. Bloom, alder – hazel, called catkins. Fruit, fir – pine, cone. Berries, mountain-ash – elder-bush, eaten by the birds. Wood, walnut – oak, made into furniture.

- 70. Form sentences. Ex.: The roots of the oak and of the birch are gnarly.
- 71. Find sentences in your Reader in which the nouns are modified, and tell the kind of modifier.

LESSON XXXVI.

DESCRIPTIVE EXERCISES.

THE SWALLOW.

1. Migratory bird. 2. Wings long, curved. Swift flight. Feet small, delicate. Bill thin, awl-shaped. Tail



forked. Color of feathers. Abdomen. Back.
3. Autumn, swarm. Wing exercises. South.

Return. Nest, from soft earth. Lining. / Under eaves. Four to six white eggs. 4 and 5. Destroy injurious insects. Catch while in flight. Song, a twitter. 72. Write the description.

RULES AND PRINCIPLES.

1. A modifier of a noun is called an adjective element. Any word or phrase that describes or points out the thing named by a noun is an adjective element.

- 2. The adjective element may consist of
- (a) A qualifying adjective answering the question, "What kind of a —?"—Ex.: What kind of a pupil? A diligent pupil.
- (b) A phrase with the word of, answering the question of what?

 Ex.: The roof of what? The roof of the house.
- (c) A possessive pronoun, answering the question whose?

 Ex.: Whose father? My father.
- (d) A demonstrative adjective, answering the question which?

 Ex.: Which tree? This tree.
- (e) A numeral adjective, answering the question, how many?

 Ex.: How many days? Seven days.
- (f) A numeral adjective, answering the question what? or which?—Ex.: What day? The seventh day. Which boy? The third boy at the right.
- 3. The possessive pronouns tell us to what person a thing belongs. They are my or mine, your or yours, his, her or hers, its, their or theirs. This, that, these, those, such are demonstrative adjectives. They demonstrate, or point out definitely what object is meant.
- 4. A numeral shows number. It either answers the question how many? then it is called a cardinal number (one, two, etc.); or it answers the question what or which one? (first, second, sixth, etc.), then it is called an ordinal number.

Notice that such numerals as first, fifth, tenth, etc., are called ordinals because they show the order in which things come.

CHAPTER IV.

THE MODIFICATION OF THE VERB.

LESSON XXXVII.

THE OBJECT.

To the Teacher. — As a basis for understanding the transitive verb and its object, explain to the pupils that some actions terminate with the actor. — Ex.: Birds fly; while others terminate upon an object. — Ex.: Children gather flowers. Verbs that express an action which terminates upon an object are transitive and take the direct object.

SENTENCE EXERCISE.

The maids feed the cows. The servants water the horses. The shepherds herd the sheep. The fishermen catch the trout. The hunters shoot the ducks. The cooks pick the geese. The dogs set the quails.

- 73. Point out the objects.
- 74. Change the sentences so that the objects will become subjects. Ex.: The cows are fed by the maids.

Whom or what can one pursue, translate, spin, move, refresh, receive, quench, weave, open, conquer, gather, terrify, heat, milk, guide, rule, awaken, light, beat, destroy,

present, draw, attract, repel, instruct, teach, lose, repair, avoid, bind, unite, discover, gain.

75. Use these transitive verbs in sentences. Use several objects. — Ex.: One may conquer himself, difficulties, enemies.

LESSON XXXVIII.

LIE AND LAY.

LIE means to rest or recline. LAY means to put or place.

PRESENT.	PAST.	PAST PARTICIPLE.
1. Lie	lay	lain (with have, has, had).
2. Lay	laid	laid (with have, has, had).

- (a) LIE or LAY or HAVE (HAS, HAD) LAIN on the bed, on the floor, on the table, on the sofa, on the stand, on the ground, in the boat, in the book, on the shelf.
 - (b) LAY or LAID, or HAVE (HAS OR HAD) LAID the book, the board, the paper, the magazine, on the table, on the floor, on the ground, in the closet, in the cupboard.
 - 76. Construct correct sentences from the above according to the following models:—
 - (a) 1. The books lie on the table.
 - 2. The dolls lay on the sofa last night.
 - 3. The dog has lain on the ground.
 - (b) 1. I now lay my book on the table.
 - 2. They laid the board on the grass yesterday.
 - 3. John had laid the magazine on the floor.

LESSON XXXIX.

LETTER WRITING.

LETTER EXERCISE.

To the Teacher. — It will be helpful, in fixing the form of the letter, to let the child practice for a while on blanks like that below. Only one form of the letter, viz., that for letters of friendship, should be taught at this stage. The date may be written on the second line, if it will look better there.

BLANK FORM OF LETTER.

	(Place.)			
	• • • • • • • • • • • • • • • • • • • •		(Date.)	
(Salutation.)		••••	·····,	•••••
,				
			•••••	· • • • • • • •
	(Letter.)			· • • • • •
			••••••	•••••
	(Close.)		·····• ,	

77. Copy this blank form, and then make it several times from memory.

78. How to Address the Envelope.

1. For a town or village: —

Stamp.

Mr. James F. Bacon, Oswego, Labette bo.,

2. For a city: -

Stamp.

Miss Laura A. Aunt,
347 Grant Ave.,
Oenver,
bolorado.

Note. — People in towns and villages usually go or send to the post-office for their mail, so that it is not necessary to indicate street and number of residence. In cities, however, postmen deliver the mail at the homes of the people. Hence write on the envelope the number of the residence and the name of the street in which it is located.

ABBREVIATIONS.

- 79. The following are some of the abbreviations commonly used in letter writing:—
 - 1. For the titles of persons,—

Mr.for Mister.Mrs. for MistressMessrs." GentlemenHon." HonorablePres." PresidentProf." ProfessorDr." DoctorEsq." Esquire (Lawyers)

2. For streets, avenues, squares, and places, —

St. for Street Ave. for Avenue Sq. " Square Pl. " Place

3. For months, and days of the week, —

Jan.	Apr.	Oct.
Feb.	Aug.	Nov.
Mar.	Sept.	Dec.

Mon. Tues. Wed. Thurs. Fri. Sat. Sun.

4. Counties, places, and states,—

D. C. for District of Columbia Co. for County Ind. " Indiana Pa. " Pennsylvania N. Y. " New York N.J. " New Jersey " Illinois Tills Mich. " Michigan Colo. " Colorado " Mississippi Miss. Mass. " Massachusetts Ga. " Georgia Ky. " Kentucky Wis. " Wisconsin

LETTERS.

DENVER, Colo., May 4, 1897.

Dear Brother:

We have just had a letter from Uncle William. He says that he will visit us next Sunday. His stay will be but short. Still he does not want to leave until he has seen all of his relatives. We therefore desire to have you visit us too, and, if possible, to get here as early as Sunday. Surely the permission for this short absence from your work will not be denied. We shall take much pleasure in the thought of your coming.

Your affectionate brother,

STEPHEN MAXWELL.

80. Answer this letter, giving reasons why you cannot accept the invitation.

Ann Arbor, Mich., Dec. 1, 1897.

Dear Friend Roy:

Christmas is coming soon, and I want to make a Noah's Ark for my little brother, Max. Some days ago I got the patterns, but I am not skillful enough in such work to get along without help. Now, since you are a great artist in these things, won't you be good enough to come and help me next Saturday? We can be quite undisturbed in my little work-shop. I am sure you will come if you can.

Your friend,

WALTER BIXBY.

MASTER ROY DILLON.

- 81. Write a similar letter about a blacking-box outfit, or a piece of embroidery for father or mother.
 - 82. Write an answer consenting to do what is asked.

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LESSON XL.

- 83. Mary has been out of school on account of sickness, and hears that during her absence the teacher has given instruction about writing letters. Expression of regret not to have heard this. Request for information about the main points.
- 84) Answer: Sorrow for sickness, and pleasure in complying with request. 1. Purpose of the letter. 2. Parts: Place and date, Salutation, Body of Letter, Conclusion, Signature. 3. Other matters: Penmanship, Margin, Folding. 4. Envelope, Address. Expression of hope that Mary may soon be in school again.
- 85. A boy describes in a letter his first ride on the cars.—
 The depot, what is done and said there, waiting-room, purchase of tickets, arrival of train, locomotive, the cars, the conductor, arrival and departure of passengers, ringing of the bell, departure of the train, speed.
- 86. A son asks his parents for permission to extend his visit at his Uncle's. Time for the close of the visit will soon arrive. Reasons for the request: Weather very fine, Uncle and Aunt desire a longer visit, a picnic in the near future. Request for an extension of two weeks. Promise to make up lost time by extra diligence.
- 87. A friend writes a letter describing a fire. Breaking out of the fire, rescue of goods, destruction, attempts to put out the fire, the flames gain ground, cessation of attempts to save the goods and to extinguish the fire, description of the ruins.
- 88. Announcement to a friend of the illness of a schoolmate.

 Cause of sickness, the doctor, anxiety, hope for recovery.
- 89. Request to a friend for the purchase of a rose bush.— Reference to former accommodations, reasons for request, mother's birthday, no nursery or green-house in the place, willingness to accommodate in return.

- 90. Answer: Purchase of rose bush (When? From whom?). Bush sent, hope that it may please, best wishes for the mother of her friend.
- 91. Invitation to a party.—Reference to last meeting (Where? When?). Desire to meet friend again. Invitation to the party (When? Where? Friends to be present?). What pleasures are expected. Hope for acceptance of invitation.

LESSON XLI.

THE ADVENTURES OF ULYSSES.

To the Teacher.— These outlines follow those of the Trojan War Stories naturally, and will prove quite as interesting. Appropriate extracts from Lamb's "Adventures of Ulysses" or Butcher and Lang's translation of the Odyssey, should be read with each outline.

It had taken the Greeks ten years to capture Troy, so that for this long time the warriors had been absent from

their homes. When the stratagem of the Wooden Horse had enabled the Greeks to destroy the city of Troy, the mind of Ulysses turned longingly to his wife and son, and to the



island of Ithaca, of which he was king. In a short time, he and his followers set sail in their fleet of boats, hoping to reach their homes after a short and prosperous voyage. Many years were to pass, however, and many surprising adventures were to be experienced, before Ulysses again saw his kingdom and his wife and son.

32. Write the story and describe the boats.

LESSON XLII.

IN THE CYCLOPS' CAVE.

Ulysses lands at strange island. Home of the Cyclopes - enormous giants having only one eye-in middle of



forehead – and living in caves. Did nothing but care for their flocks. Ulysses lands with twelve followers and explores a huge cave – home of a Cyclops who is absent with his flock of sheep. (What do you think they

found in the cave?)

They took a goatskin full of strong wine as present to the Cyclops. The giant – name Polyphe'mus – returned – drove in the flock and blocked the entrance with a huge



bowlder. Built fire – discovered the visitors – asked whether they were merchants or thieves. Ulysses answered: "We are travelers under the protection of Jove."

The giant, a man-eater. Devoured two of the menthen went to sleep. Ulysses thinks to slay him with sword

- but remembers the bowlder that shuts them in. Must devise some other plan.
- 93. Write the story, making as many paragraphs as there are in the outline.

LESSON XLIII.

SIT AND SET.

SIT means to rest, to take a seat. SET means to put or place.

PRESENT.	PAST.	PAST PARTICIPLE.
1. Sit.	sat.	have (has or had) sat.
2. Set.	set.	have (has or had) set.

- (a) SIT, SAT, or HAVE (HAS or HAD) SAT on a stool, in or on a chair, on the sofa, on the bed, on a trunk, on the floor.
- (b) SET, SET, or HAVE (HAS or HAD) SET the tub, the plants, the pitcher, the chair, the basket, on the ground, in the ground, on the table, in the cupboard, about the table, on the floor.
- 94. Construct correct sentences from the above according to the following models:—
 - (a) 1. We sit on chairs.
 - 2. The clerk sat on a stool.
 - 3. The boys have sat on the sofa.
 - (b) 1. We now set chairs about the table.
 - 2. They set the plants in the ground yesterday.
 - 3. The cook has set the pitcher in the cupboard.

LESSON XLIV.

THE OBJECT MAY BE A PERSONAL PRONOUN.

COMPLAINT OF THE HARE.

Poor me! What shall I do? Everywhere death threatens me. Hunters and dogs pursue me, and foxes chase me through the woods. In my flight, hawks seize me. Nothing gives me protection. I can not even defend myself. I have no courage. My legs alone can save me. For they do not catch me so easily in the race. But what does it avail me? The hunter's shot overtakes me. Would that they would even grant me an honorable burial. But, alas! I must end in the kitchen! The cook strips off my skin. Then she puts me in the oven and bakes me. At last men eat me.

- 95. Select the pronouns that are used as objects.
- **96.** Imagine several hares are speaking. Ex.: Poor us! What shall we do?
- 97. Address (a) one hare, (b) several hares. Ex. You poor hare! You poor hares!
- **98.** Relate the complaint (a) of one hare, (b) of several hares. Ex: (a) Poor hare! What shall she do? (b) Poor hare! What shall they do?

The personal pronouns that are used as objects are me; you; him, her, it; us and them. Those used as subjects are I, we; you; he, she, it; they. Those used to show possession or ownership are my or mine; your or yours; his; her or hers; its; their or theirs.

LESSON XLV.

IN THE CYCLOPS' CAVE. - BLINDING THE GIANT.

In the morning the Cyclops devoured two more men - drove forth his flocks to the pasture. Ulysses and his

men sharpened and charred one end of a large stake. Cyclops returned at evening, and as before ate two more men. Wanted to know Ulysses' name – reply – called NOMAN. Ulysses offered him the wine.



Giant became drunk – fell asleep.

Ulysses and his followers thrust the sharpened end of the stake in the fire – then put out the huge eye of the monster. He woke –

roared with pain – sounded like claps of thunder. Other Cyclopes alarmed – inquired cause of the alarm. Poly phe'mus shouted that Noman had hurt him, Noman had killed him. They replied, "If no man hath hurt thee, then the evil is from the hand of Heaven, which none can resist."

99. Write the story.

LESSON

BLANK FORM

LETTER .

LETTER EX

TO THE TEACHER. — It will be heto let the child practice for a while ofform of the letter, viz., that for letter this stage. The date may be written better there.

(Close.)

77. Copy this blank form, and t from memory.

der the middle ram, he himself being last. Wraps uself fast with both hands in the wool.

Poly phe'mus feels the backs of the sheep, but does not respect that his enemies are beneath them. Ulysses and

is men thus escape to heir ships, taking the heep with them.

Then Ulysses cried to the Cyclops: Cyclops, thou shouldst thave so much abused y monstrous strength to devour hy guests.



ishes thee for thy savage inhumanity" -. The Cyclops came forth enraged - hurled a huge rock at the ships -. It narrowly missed the boat of Ulysses, falling beyond it. The ship was borne backward on the wave

the by the rock. Then cried Ulysses: "Cyclops, if any thee who put out thine eye, say it was Ulysses, son aertes, king of Ithaca, and master of cities." The then sailed away until they came to the isle where us, the ruler of the winds, reigned.

Write the story.

LESSON XLVI.

THE DIRECT OBJECT AND THE OBJECT OF THE PREPOSITION to OR for (EXPRESSED OR UNDERSTOOD).

To the Teacher.—It is not deemed expedient at this stage to have the children try to distinguish the dative or indirect object from the object of the preposition in the adjective or adverbial phrase. It will be well, however, for them to be able in all cases to identify the direct object.

TO FIND THE DIRECT OBJECT OF THE VERB.

The mother gives (beggar, penny). The merchant shows (customer, goods). The teacher relates (pupils, story). The maid gets (child, water). The postman brings (gentleman, letter). The parents buy (children, clothing). The polite boy shows (stranger, way). Judas gave (Lord, kiss). Ravens brought (Elijah, food).

100. Write the sentences so that the direct object shall be followed by a phrase introduced by to or for.—Ex.: The mother gives a Penny to the beggar. Penny is the direct object, and beggar the object of the preposition to. The expression, To the beggar, is called a phrase.

LESSON XLVII.

IN THE CYCLOPS' CAVE. - THE ESCAPE.

Giant seats himself in the mouth of cave – thinks to capture the men as they try to escape. Ulysses too cunning to be caught. He contrives a means of getting away. Fastens three rams together side by side with osier twigs from the Giant's couch. Then ties a man

under the middle ram, he himself being last. Wraps himself fast with both hands in the wool.

Poly phe'mus feels the backs of the sheep, but does not suspect that his enemies are beneath them. Ulysses and

his men thus escape to their ships, taking the sheep with them.

Then Ulysses cried out to the Cyclops: "Cyclops, thou shouldst not have so much abused thy monstrous strength as to devour thy guests. Jove by my hand pun-



ishes thee for thy savage inhumanity" -. The Cyclops came forth enraged - hurled a huge rock at the ships -. It narrowly missed the boat of Ulysses, falling beyond it. The ship was borne backward on the wave

made by the rock. Then cried Ulysses: "Cyclops, if any ask thee who put out thine eye, say it was Ulysses, son of Laertes, king of Ithaca, and master of cities." The fleet then sailed away until they came to the isle where Æ'olus, the ruler of the winds, reigned.

101. Write the story.

LESSON XLVIII.

VERBS WITH SEVERAL SIMILAR OBJECTS.

IN THE BARNYARD.

Anna feeds the chickens. She feeds also the pigeons.

— The chickens eat oats. The chickens eat batley. —
The pigeons pick up corn. They pick up crumbs also. —
George scatters – to the geese. He also scatters – to the geese. — Henry feeds the horses –. He feeds them – also. — Then he calls the –.

102. Unite each pair of sentences into a single sentence and underline the objects. — Ex.: Anna feeds the chickens and the pigeons.

What does the tailor use? (thimble, needle, thread, goose) What does the cow eat? (clover, straw, grass, hay, corn) What does the thief steal? (coat, jacket, shoes, money) What does the donkey bear? (rider, load, wood, sacks) Whom does the child love? (father, mother, sister, brother) What did God create? (Heaven, land, sea, man) What does the baker bake? (bread, rolls, pies, cakes)

103. Answer the questions in full sentences, using the words in parentheses for objects. Observe the use of the comma. — Ex.: The tailor uses a thimble, a needle and thread, and a goose.

Son obeys - father - mother - teacher. Dress pleases - brother - sister - playmates. Fox catches - quails - rabbits - geese. Dogs bark at - wagon - horses - man.

Rain benefits – woods – fields – meadows. Storms injure – houses – ships – trees.

104. Unite the foregoing groups of words into sentences. — Ex.: The son obeys father, mother, and teacher.

LESSON XLIX.

DRILL EXERCISE ON LIKE AND AS.

To the Teacher. — Only constant drill and vigilance will prevent misuse of the word like.

- 1. Do AS I do (NOT like I do).
- 2. I wish I could sing As you do (NOT like you do).
- 3. Hold your pen As he does (NOT like he does).
- 1. My daughter looks like ME.
- 2. I did not much resemble my father, but I am becoming like HIM.
 - 3. John seems like a good BOY.

Caution. — Never use like before the SUBJECT OF A SENTENCE. See incorrect forms above. Like may be used before the objective pronouns me, him, her, it, them, or an objective noun.

- (a) Look, seem, appear, grow, become; (b) do, sing, play, work.
- 105. Use *like* correctly with the verbs under (a), and as with those under (b), employing the personal pronouns. See models above.

LESSON L.

WITH ÆOLUS, THE RULER OF WINDS.

Ulysses and his men next landed at the isle of Æ'olus, the god of the winds. Were kindly received – stayed a month and feasted. Were then dismissed with many presents – most precious was an ox-hide bag containing all



the winds except the west wind. This was to waft them home to Ithaca.

Ulysses hung this bag on the mast. His men thought the bag must contain gold or silver – When Ulysses slept they opened it, letting out all the winds – Were blown

back to the isle of Æolus. The king indignant – Ulysses answered: "My men have done this ill mischief to me; they did it while I slept." "Wretch!" said Æolus, "avaunt, and quit our shores: it fits not us to help men whom the gods hate, and will have perish."

106. Write the story.

LESSON LI.

CORRECT USE OF THE PREPOSITION.

To the Teacher. — Many exercises similar to the following may be devised to secure correct use of prepositions. The most essential point is to see that the meaning of an expression is clearly perceived. It may be expedient to begin with such broad distinctions as are found between the correct expression — He burst into the house, and the absurd one, He burst in the house.

Run play speak sing dance
into the house at the man
in the house to the man
to school for the man
at school around the man

107. Use each of the verbs with as many of the phrases as you can properly, and show what each sentence means. — Ex.: Run into the house to avoid the rain. Children like to run in the house when they cannot run out of doors. The dog ran at the man.

LESSON LII.

THE PREPOSITION AND ITS OBJECT.

With —— the bill takes the place of teeth. We get our bed feathers from ——. Oxen defend themselves with ——. The astronomers busily search for ——. The lightning flashes from ——. The swan belongs to ——, The fox caught the goose with ——.

108. Complete the sentences. — Ex.: With birds, the bill takes the place of teeth.

The driver stands — wagon. Milk comes — cow. The eagle seizes his prey — talons. The smoke arises — the chimney. The fish was caught — hook. The first word — a sentence begins — capital letter.

- 109. Complete the sentences.
- 110. Find prepositions in your Reader, and write them, together with their nouns.

The cat slinks —— hedge. The servant is respectful —— employer. A tire is put —— the wheel. David

fought — Philistines. The brave army marched — enemy. Farming would be almost impossible — horses. A strong wall is built — the house.

111. Write the sentences in full.

LESSON LIII.

THE DISASTER AT LAMOS.



The ships drove along for six days until they came to the island of La' mos, where dwelt a race of giants. Fleet entered the spacious harbor, except Ulysses, who suspected danger. Sent two men to learn about the people – were

met by a damsel of more than human stature - going

to a spring for water. They asked her who dwelt there. No answer – led them to her father's house. He was a king, named An'ti phas.

The damsel's mother rushed out, calling for



Antiphas. He came - seized one man - the other fled. Antiphas raised a mighty shout - all the giants came

running – saw the fleet – sank it with huge rocks and destroyed the sailors. Only Ulysses and the men in his boat were left of all the gallant navy that had set sail with him from Troy.

112. Write the story.

LESSON LIV.

IN THE PALACE OF CIRCE. - THE MEN CHANGED TO SWINE.

Cir'ce (sir'see) the dreadful daughter of the Sun was skilled in magic - she had hair like the Sun. Ulysses

and his men arrived at her island. Dispute as to who should explore it – remembered their former experiences. Men divided into two companies – Ulysses at the head of one party – Euryl'ochus at the head of the other.



Cast lots. Lot fell

upon Eurylochus and his twenty-two companions. They approached the shining castle – knocked – were admitted and fed with honey mixed with wine and baneful drugs of enchantment. Circe touched them with her wand – the men were turned to swine, but retained their minds. Eurylochus, who had stayed without, returned distracted to the ship.

113. Write the story.

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111. Write the sentences in full.

LESSON LIII.

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SON LV.

, PLACE, AND MANNER.

TE WOODS.

walk. The sun shone brightly. Thither I directed my steps. reached. The coolness soon reand listened long to the twitter squirrel barked, and a timid hare the evening star began to twinkle. from the pleasant spot. I arrived

iich answer the questions where? and how? and underline them in . licl I take a walk? I took a walk

words which answer the questions Id how long? place appropriate nouns Er: In the afternoon I took a walk. tar began to twinkle.

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RULES AND PRINCIPLES.

- 1. The direct object is a word used to complete the meaning of a verb, and answers the question what? or whom?—Ex.: The fox catches what? The fox catches rabbits. The fox sees whom? The fox sees the hunter.
- 2. A verb that requires a direct object to complete its meaning is a transitive verb.
- 3. A transitive verb may show what a thing does, or what is done to a thing.—Ex: The fox catches the rabbit, or the rabbit is caught by the fox.
- 4. The word like must not be used for as in the comparison of actions. Ex.: Do as I do (not like I do).
- 5. A preposition is a word showing the relation of one thing to another; for example, the *letter* may lie NEAR, UPON, BY THE SIDE OF, OVER, UNDER, BEHIND, OF BEFORE the *book*.
- 6. A preposition is followed by a noun or pronoun, called its object. Ex.: Through the meadow, over the fence, into the road. Come with me, I will walk beside you.
- 7. The preposition and its object form a phrase. Ex.: Let us run to the well, draw the water with the bucket, and drink from the cup.



CHAPTER V.

THE MODIFICATION OF THE VERB.

(Continued.)

LESSON LV.

ADVERBS OF TIME, PLACE, AND MANNER.

IN THE WOODS.

Yesterday I took a walk. The sun shone brightly. The woods were near. Thither I directed my steps. The forest was quickly reached. The coolness soon refreshed me. I sat down and listened long to the twitter of the birds. Then a squirrel barked, and a timid hare soon ran by. Already the evening star began to twinkle. Unwillingly I departed from the pleasant spot. I arrived at home late.

114. Find the words which answer the questions where? whither? when? how long? and how? and underline them in the answers. — Ex.: When did I take a walk? I took a walk yesterday.

115. Instead of the words which answer the questions where? whither? when? and how long? place appropriate nouns with their prepositions. — Ex.: In the afternoon I took a walk. By this time the evening star began to twinkle.

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LESSON LVI.

DESCRIPTION FROM OUTLINE.





birds. 1. Runner; giant among birds. 2. Height of a rider on horseback; plumage; wings; tail feathers; head; eyes; ears; bill; neck; breast; wings; legs; can not fly; can run rapidly – faster than a horse. 3. Deserts of Africa; in herds; sixteen to

eighteen eggs. 4. Grains; grass; herbs; also sand, stones. 5. Beautiful plumage; eggs for food; one equal to twenty-four hen's-eggs; flesh; for riding.

LESSON LVII.

IN CIRCE'S PALACE. - RELEASE OF THE MEN.

Ulysses then started out alone to rescue his unfortunate companions – met by the god Mercury, who tried to dissuade him from going – in vain. Mercury then gave him a white blossom of the plant mo'ly, a sure protection against



charms, blights, mildews, and damps. Told Ulysses to hold the flower in his hand, and when Circe sought to

change him into a beast, to rush upon her and demand the release of the men, and security against all enchantment.

He did so – men were released – and Ulysses and all his companions treated with great kindness for a year.

Contrary to Circe's desire, they then departed, after a visit by Ulysses to the kingdom of the dead, where he heard the following prophecy: "Woe



to Ulysses—woe, woe, and many sufferings—through the anger of Neptune for putting out the eye of Polyphe'mus. Yet there was safety after suffering, if they could abstain from killing the oxen of the Sun after they landed in the Triangular Island. For Ulysses, the gods had destined him to become a beggar, and to perish by his own guests, unless he slew those who knew him not."

117. Write the story.

LESSON LVIII.

When do the lazy want to work? When does the sun rise? When does it set in summer? How long does it shine in the sky? How often does the pupil go to school? Where is the top of the tree? Where do the roots spread themselves out? Where is the title of the book? Whither rises the smoke? How does the dove coo? How do cat and dog agree? How does the express train run?



118. Answer the foregoing with (a) single words, (b) phrases wherever this can be done.—Ex: The lazy n want to work. At no time do the lazy want to work.

LESSON LIX.

THE SONG OF THE SIRENS.

Circe warned Ulysses of his danger from the Sire



and from Scyl'la a Cha-ryb'dis, and told I of his destruction shows he kill the oxen of a Sun. She said: "T Sirens are sisters that that sit in a mead (which your ship may pass) circled with demen's bones. These a

the bones of men whom they have lured to destruction

their songs and words."

Circe told Ulysses that he must stop the ears of his sailors and have them bind him to the mast, with orders not to release him. This was done. When Ulysses heard the music of the Sirens, he sought to break his bonds



- he implored his men to release him, weeping, threaten

ing, and commanding. They only bound him the tighter, and rowed the harder until the Sirens had been passed and the danger was over.

119. Write the story.

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LESSON LX.

SENTENCE EXERCISE.

FROM THE LIFE OF ANIMALS.

Where does the herring live? Where does the eagle build her nest? Where does the mole find his food? When does the snail creep? Whither flies the swallow in autumn? Where do the snakes creep at this time? Whither mounts the trilling lark? Whither flees the badger? Whence come the beetles? Whence come the birds?

120. Answer the questions, and underline the adverbial phrases. — Ex: The herring lives in the sea.

Rules and Principles.

- 1. Words which modify verbs by showing the time, place, or manner of an action are called adverbs of time, place, or manner.
- 2. The adverb of place answers the questions where? whither? (to what place), whence? (from what place). Ex.: The bird sits upon the tree. The bird files to the tree. The bird falls from the tree.
- 3. The abverb of time answers the questions when? how long? how often?—Ex.: Thunder-storms come in summer. Many thunder-storms last for hours. It lightens often.
- 4. The adverb of manner answers the question how ? Ex.: Solomon ruled wisely.

LESSON LXI.

SCYLLA AND CHARYBDIS.

Circe told Ulysses he must pass between two rocks so dangerous that only the ship Argo, bearing the Golden



Fleece, had ever passed in safety. "In a whirl-pool at the foot of the larger rock, with her six long necks the monster Scylla shrouds her face. Thence she peers, and dives to suck up fish, dolphins, whales, whole ships and their men.

"By the smaller rock

sits the dreadful Charybdis, supping the black deeps. Thrice a day she drinks her pits dry, and thrice a day she belches them all up; but," continued Circe, "when she is drinking, come not nigh, for, being once caught, the force of Neptune himself cannot redeem you from her swallow."

Not a hundred leagues from the place of the Sirens, Ulysses came upon Scylla and Charybdis. They heard the barking of Scylla's dogs, which surrounded her waist. Ulysses encouraged his men, who took the oars. Watching an opportunity, they avoided Charybdis by passing Scylla. She put out her long necks and seized six men, dragging them overboard. Though greatly terrified, the rest passed in safety, and steered the ship for the Triangular Island.

LESSON LXII.

THE OXEN OF THE SUN.

Reaching the shores of the Triangular Island, they

landed and beheld the surpassing size and beauty of the oxen of the Sun. Ulysses remembered the warning from the kingdom of the dead—"Yet there was safety after suffering, if they could abstain from killing the oxen of the Sun."



Ulysses feared to land,

yet the others insisted upon doing so. Contrary winds detained them a month, until all the food was gone.



Then while Ulysses slept, the men slaughtered seven of the fairest oxen, and began their feast.

Ulysses was terrified, and at once set sail. In a short time a storm arose. The sailors were, one by one, struck by

lightning, and the ship destroyed. Ulysses survived by tying himself to a mast, where he floated for nine days. The tenth cast him upon the shores of a friendly island.

LESSON LXIII.

AT THE COURT OF KING ALCINOUS.

After landing on the Island of Calypso, a goddess who



offered him immortality if he would stay with her always, Ulysses, with her aid, built a boat and set sail again for Ithaca. A second time he was shipwrecked and cast naked and forlorn upon a strange island.

The king's daughter, Nausic' ă ă, discovered him, gave him clothing, and guided him to her father's palace. Here

he was kindly entertained with song and feast and manly sports, in which he joined, surpassing all the others in strength and skill.

At length he told the king his name, and his desire to go to Ithaca. King Alcin'ous fitted



out a ship for his noble guest and had him landed upon his native shore, with many presents.

LESSON LXIV.

ULYSSES AT ITHACA.

Ulysses was asleep when the sailors took him ashore – awoke – did not recognize his native land – Minerva

appeared to him – removed the clouds from his eyes, so that he knew everything. Told him he must be disguised – changed him to the likeness of a beggar. Told him to go to Eu mæ'us, his old herdsman, who entertained him kindly.



Then came the son of

Ulysses, the young Telem'a chus, whom his father had lifted out of the furrow on the seaside ere he went to Troy twenty years before. Minerva appeared again – ransformed Ulysses into his true likeness, so that his son should know who he was.

The palace of the king was filled with wicked men, who were determined that Penelope, the wife of Ulysses, should wed one of them. She put them off till she should finish a web which she wove by day and unraveled by night. Meantime the wicked suitors wasted the substance of the king by riotous feasting and drinking.

LESSON LXV.

DESTRUCTION OF THE SUITORS.

Ulysses remembered the last part of the prophecy from



the kingdom of the dead, which was: "For Ulysses, the gods had destined him from a king to become a beggar, and to perish by his own guests, unless he slew those who knew him not." So

Ulysses and his son planned to slay all the wicked men at their banquet.

Telemachus gathered the arms to a convenient place, and brought to his father his long disused strong bow and a quiver of arrows. The bow was so stiff that no man but Ulysses could bend it. With the aid of the goddess Minerva, Ulysses and his son succeeded in destroying all their enemies. Ulysses then revealed himself to his faithful wife Penelope.

Part II.

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CHAPTER I.

THE SIMPLE SENTENCE.

LESSON I.

THE SUBJECT.

THE SUBJECT MAY BE ONE OF A VARIETY OF WORDS.

Order assists housekeeping. Honesty is the best policy. Borrowing brings sorrowing. Omittance is no quittance. Rich and poor must mingle in life. Thou shalt love thy neighbor. All should yield to proper authority. Nobody can serve two masters. Each is the architect of his own fortune. One does not believe a liar. Who comes? Everything has its time. The first shall be last. Many are called, but few are chosen. Out of nothing, nothing comes. Once is not always. Three is the magic number. Like seeks like. One to-day is better than two to-morrows. It rains. Mine is not thine. Salt and bread make the cheeks red.

1. Inquire for the subject of each sentence and decide whether it would usually be called a noun, a pronoun, an adjective, a numeral, or an adverb. — Ex.: The subjects, one, first, many, once, are usually numerals.

LESSON II.

THE PREDICATE.

Man proposes, God disposes. Rome was not built in a day. The contented are rich. All beginning is difficult. To err is human. God is a spirit. Laziness is theft. Saving is earning. Well begun is half done. Rest is sweet. The spendthrift becomes a beggar. The mother is in trouble. Nature is in slumber. The people were in tumult. Children become men and women. A large fire grows from a little spark. The wood becomes a temple.

- 2. Copy these sentences and underline the predicates. Ex.: Man proposes.
- 3. Classify the foregoing predicates into four groups as follows:—
- (a) Those that show what persons (or things) do. Ex.: Man proposes.
- (b) Those that show what is (was or will be) done (or not done) to things. Ex.: Rome was not built in a day.
- (c) Those that show the qualities or conditions of things. Ex.: Rest is sweet.
- (d) Those that show what things are (or become). Ex.: God is a spirit. The wood becomes a temple.

LESSON III.

COMPOSITION EXERCISES.

To the Teacher.—Composition exercises proper are introduced at various points in each chapter. Their special purpose can always be inferred from their general aspect. Thus, in this lesson they are designed to give the pupils facility in both the literal and the figurative use of words.

LESSON V.

COMPOSITION EXERCISES.

FIGURATIVE LANGUAGE.

What flower is the symbol of modesty? of purity? What tree is the symbol of strength? of grief? of peace? What animal is a symbol of cunning? of patience? of diligence? of courage? of gravity? What season may be compared to childhood? to early manhood? to later manhood? to old age?

- 11. Answer the questions, and give a reason for your decision. -Ex: The violet is the symbol of modesty, because ——.
- 1. At Trenton the British quickly surrendered. 2. The soldier died young. 3. In winter creeks and ponds quickly freeze. 4. The time of youth is very short.
- 5. We are under God's protection. 6. The moon rises.
- 7. Many stars shine in the heavens. 8. Gossips can keep no secrets. 9. Man is superior to all other creatures of the earth.
- 12. Rewrite these sentences, using figurative language to express the thought. Ex: The soldier died in the flower of his life, in the summer of life, in the morning of his existence, etc.

LESSON VI.

TENSE.

To the Teacher. — Tense ideas are very simple, and if the children have studied No. 1, they will meet with no serious difficulties here. If they have not, a word of instruction upon any doubtful point will make everything clear. Thus, in direction 18, if any child does not know what is meant by "passive voice," explain that it means the form of the verb which shows what is done to a thing.

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THE TIME OF AN ACTION - THE PAST.

FIDELITY REWARDED.

In the year 1140, the Emperor Conrad besieged the town of Weinsberg. The inhabitants defended their city with great bravery. In vain did the Emperor demand a surrender. Then he grew very angry and threatened to put all the male inhabitants to the sword. But this did no good, for the brave citizens continued to fight sturdily. At last their strength gave out. They then opened the gates and prayed for mercy. The Emperor was very stern with them and reminded them of his threat. Sadly the messengers returned to the town. Finally, a long train of women marched into the camp of the Emperor and begged to be spared. The Emperor listened kindly to the petition of the women, and gave them and their children permission to withdraw from the city. He also allowed them to take with them whatever they loved best. The women thanked him for his mercy, and hastened home joyously. Soon they came staggering along by the camp with the men on their backs. At first the Emperor was angry at their stratagem, and said, "It was not meant that you should do this." But soon he laughed heartily, and spared the whole city for the sake of the faithful women.

- 13. Select the verbs, and give the first or simplest form of each. Ex.: Besieged, besiege.
- 14. Tell the story as if the events were occurring now. Put the verbs in the present tense. Ex.: The Emperor now besieges the town of Weinsberg.

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LESSON VII.

THE PRESENT AND THE PAST.

THE GIANT MAID'S TOY.

A father is journeying through a foreign country with his son. They come to a mountainous region, where the son sees a ruin upon a high hill. He questions his father about the meaning of the ruin, and his father tells him the following story:—

Long, long ago a knight's castle stood upon this spot. The knights were giants. One day one of the young giant maidens descended into the valley. There she saw a farmer plowing his field. She went immediately and gathered up the farmer, plow, horses, and all, and put them into her apron. Then she tripped gaily home again with her playthings and entered her father's castle. The father looked grave, and said earnestly, "What mischief have you been doing! You have taken a useful being for a plaything. Take him back at once where you found him." The child looked regretfully into her apron, but she carried the man and his horses and his plow all back to the field where she found them.

15. Select the verbs that are in the present, and those that are in the past tense. Write the story from memory.

Note. — Verbs in the present tense express what is occurring now; those in the past tense show what has already occurred.

Drink, sink, jump, break, speak, help, ask, lie, come, read, eat, run, call, hold, catch, sleep, fall, grow, make, give, see, tread, fly, weigh, bend, smell, draw, flee, weave, flow, pour, ride, suffer, cut, tear, bite, scream, seem, climb.

16. Make oral sentences containing the foregoing verbs, placing them first in the present and then in the past. — Ex.: I drink a glass of cold water. I drank a glass of cold water last night.

Know, name, run, think, bring, go, do.

17. Put these verbs into sentences, (a) in the past, (b) in the present perfect. The present perfect uses have; as, I have known.

STORY OF JOSEPH.

Joseph preferred, gift presented, envied, seized, cast into pit, lifted out, sold, carried to Egypt, imprisoned, called to Pharaoh, made ruler, highly honored.

18. Form sentences with the foregoing verbs, putting them in the passive voice, or the form that shows what is, was, or will be done. Put the verbs (a) in the present tense, (b) in the past tense. — Ex: Joseph is preferred by his father. Joseph was preferred by his father.

LESSON VIII.

THE PAST PERFECT TENSE (had).

WHAT PRECEDED THE DISCOVERY OF GLASS.

1. The Phænicians had landed on the coast of Palestine. 2. They had looked about for stones. 3. But none were to be found in that sandy neighborhood. 4. They had therefore brought blocks of saltpeter from the boats. 5. The kettles had been set upon these blocks. 6. Underneath, a blazing fire had been lighted. 7. The supper had been quickly cooked. 8. The men had eaten their hearty meal. 9. But in the meantime

something unexpected had happened. 10. The heat had melted the blocks of saltpeter. 11. The firewood had burned to ashes. 12. The glowing sand had mixed with the ashes and the saltpeter. 13. Out of this mixture a transparent mass had been formed.

19. Change the verbs in the foregoing sentences, (a) to the past tense, (b) to the present perfect tense (have). — Ex.: The Phoenicians landed on the coast of Palestine. The Phoenicians have landed, etc.

LESSON IX.

PRESENT PERFECT TENSE (have or has).

TO THE TEACHER.—It is helpful to refer frequently to the Rules and Principles (on p. 88 in this chapter) even before they are reached in the class work.

- 1. When it has rained, nature is refreshed. 2. When the sun has arisen, people awake. 3. After the thief has been punished, he is set free. 4. Swallows return build nests. 5. Autumn begins birds leave us. 6. Christmas past New Year's day soon comes. 7. Winter begins days lengthen. 8. Wheat blooms grain forms. 9. First full moon in spring Easter comes. 10. Caterpillar into chrysalis change eats nothing more. 11. Lightning-rod invented houses protected from lightning. 12. America discovered Indians driven westward.
- 20. Form sentences like the first three of this exercise, which contain the present perfect, and the present tenses. Sentences 11 and 12 may begin with *since*.

LESSON X.

THE FUTURE PERFECT (shall or will have).

IN THE MORNING.

When the laborer has begun his day's work, the following will have occurred: 1. The darkness of night will have passed away. 2. The morning red will have announced the break of day. 3. The mists will have been driven off by the fresh morning breeze. 4. Search for hiding places by bats and owls. 5. Spreading of the light by the first rays of the sun. 6. Resounding of gay songs by the feathered songsters. 7. Arising from the bed and enjoyment of breakfast by the people.

- 21. Form sentences similar to the first three.
- 22. Conjugate the first three verbs. (See Lesson XI.)

IN MAY.

When May has arrived, the following will have occurred: 1. The winter will have departed. 2. The song birds will have returned. 3. The swallow will have been welcomed. 4. Woods will have leaved out anew. 5. Farmer sow grain. 6. Gardener set out plants.

- 5. Farmer sow gram. 6. Gardener set out plants
- 7. Children seek flowers. 8. Violets cease to bloom.
- 9. Buds burst upon the fruit trees. 10. The bats come forth. 11. The first beetles will come out of the earth.
- 12. The grapevines will be trimmed. 13. The arbors will be repaired.
- 23. Form sentences with the verbs in the future perfect tense, as in 1, 2, and 3.
- 24. Conjugate a few of the foregoing verbs according to the plan given in the next lesson.

LESSON XI.

MODEL FOR CONJUGATION.

THE ACTIVE FORMS.

I.	II.	III.
PRESENT.	PAST.	FUTURE.
I	I	we
IV.	v.	VI.
PRESENT PERFECT.	PAST PERFECT.	FUTURE PERFECT.
we	we you they he (she or it)	we
THE PASSIVE FORMS.		
I.	II.	III.
PRESENT.	PAST.	FUTURE.
Iam told. we you} are told. they are told. the (she or it)is told	I	I we
IV.	v.	VI.
PRESENT PERFECT.	PAST PERFECT.	FUTURE PERFECT.
$egin{array}{lll} & & & & & \\ & & & & & \\ & & & & \\ & & & & \\ & & & \\ & & & \\ & & & \\ & & \\ & & \\ & & \\ & & \\ & & \\ & & \\ & & \\ & & \\ & \\ & & \\ $	we	we
(uosas	THE PARTICIPLE.	
I.	II.	III.
PRESENT.		****
	PAST.	PERFECT.

25. Recite these forms orally and in writing, first with the verb tell, and then with other verbs.

Rules and Principles.

- 1. There are three principal divisions of time,—present, past, future; and hence there are three corresponding principal tenses: Present tense, Past tense, and Future tense. Each of these tenses has a second form that is called a perfect tense. Thus, the Present has the present perfect tense (have or has); the Past has the past perfect tense (had); the Future has the future perfect tense (shall or will have).
 - 2. The Present Perfect tense expresses an action as completed at the present time; as, The sun has set; i.e., It has now ceased shining.
 - 3. The Past Perfect tense expresses an action as completed at or before some time in the past; as, The sun had risen when we awoke.
 - 4. The Future Perfect tense indicates that an action will already have taken place when another future act occurs; as, When the sun shines again, the storm will have passed by.



LESSON XII.

STORIES FROM RIP VAN WINKLE.

To the Teacher. — If thought best, the pupils may complete the six lessons from Irving's story-of Rip Van Winkle in a series, without waiting to learn the intervening lessons.

RIP'S HOME AND CHARACTER.

A village at the foot of the fairy mountains, of great antiquity, founded by Dutch colonists. Some houses of small yellow bricks brought from Holland, with latticed windows and gable fronts. In one of these lived a simple, good-natured fellow named Rip Van Winkle. He was an idle fellow who had a scolding wife, and a young

son as idle as himself. But Rip was a favorite in the

village and beloved of all the children, at whose sports he assisted. He made them playthings, taught them to fly kites and to shoot marbles, and told them long stories of ghosts,

witches, and Indians. A troop of them followed him about the village, hanging on his skirts, clambering on his back, and playing tricks upon him with impunity. Not a dog would bark at him.

26. From this outline describe Rip's home and character orally and in writing.

CHAPTER II.

THE ADJECTIVE MODIFIER.

LESSON XIII.

THE ADJECTIVE MODIFIER IS A QUALIFYING ADJECTIVE OR A POSSESSIVE PRONOUN.

THE GENEROUS LION.

To the Teacher.— It will often be helpful to turn to the Rules and Principles at the close of each section or chapter, in order that the pupil may get a general view of the exercises upon which he is working.

- mouse once ran about here and there upon the

back of a sleeping lion. Suddenly the —— beast of prey
awoke and seized the — mouse with — claws. The
—— little mouse begged: "O, let me live! I am a ——
thing for your - stomach. It is not very noble for a
king of beasts to devour so a creature." The
lion just at this time was in —— humor, so he listened to
the —— petition. He said, "Run —— foolish thing, but
never come in —— way again, or you are lost."
After a — time, the — lion became entangled in
the net of a hunter. He sought by means of ——strength
to free himself, but his efforts were in vain. A —— roar
betrayed — trouble. The — mouse heard it. She
00

now remembered the time in which the lion's generosity had spared —— life. She quickly ran to the lion and gnawed the —— net with —— teeth. This allowed the lion to free —— claws. He could now use all —— strength. He thus became free through the —— fidelity of a despised little animal.

27. Place before the nouns adjectives or possessive pronouns instead of the dashes. — Ex.: A tiny mouse, etc.

LESSON XIV.

WORD STUDIES.

To the Teacher.—These Word Studies will give the pupil an introduction to the study of etymology. The pupil here learns something by doing something.

NOUNS DERIVED FROM VERBS WITHOUT CHANGE OF FORM.

IN THE WOODS.

In the woods one may hear the call of the cuckoo, the cry of the hawk, the trill of the thrush, the whistle of the quail, the bark of the squirrel. The sound of the echo strikes the ear. The ring of the ax resounds. The fall of the tree is seen. The woodman makes a spring to one side. A loud crash is heard. A deer comes in rapid race through the woods. Both hunter and hounds take up the chase. The deer dashes by with mighty bounds. The hunter gives up the pursuit, but he makes a capture, for a fox is eaught in a trap.

28. Change these sentences so that instead of the italicized words, you use the verbs from which they were derived.—

Ex.: In the woods the cuckoo calls, etc.

Note. — Words are either PRIMITIVES OF DERIVATIVES. Derivatives are those derived from other words. Primitives are those not derived from other words. Thus, the noun call is derived without change from the verb to call; the noun band from the verb to bind; the noun truth from the adjective true.

To sleep, to rain, to lie, to play, to run, to throw, to close, to lock, to snow, to jump, to turn, to step, to ride, to stride, to grip, to tear, to bite, to stand.

29. Derive a noun from each of these verbs without changing the form, and put it into a sentence. — Ex: Sleep is sweet to the tired child.

LESSON XV.

THE MODIFIER IS AN ADJECTIVE PHRASE.

A STRANGE WALL.

The dwellers of a lonely house were once in great fear. About the windows raged the storm of winter. In the distance sounded the alarms of war. The houses of the farmers round about were in flames. The glare of the fire reached far into the distance, and the sky was colored blood-red. The quiet of the night had fled. No one thought of sleep. The blinds of the windows were close shut, for the people did not want the rays of the lamp to betray them. The members of the family sat about the table, and the grandmother read from an old prayer book. In a verse of the song stood the words, "Build a wall about us." The master of the house smiled and said: "The building of a wall is not possible with God." In anxiety and prayer the last hours of the night were passed.

The break of day was at hand. Not a hostile soldier had neared the dwelling of the family. Now the young man opened the door of the house. And behold! the storm of the night had piled a mighty wall of snow about the house! This had hidden the cabin from the eyes of the foe. All were astonished. But the grandmother praised aloud the power of God.

30. Point out the adjective phrases. Whenever possible, change the nouns and their modifying phrases into equivalent expressions. — Ex.: The winter's storm (the storm of winter). Daybreak (the break of day) was at hand, etc.

The boy is honest. The raven has black feathers. The hare has long ears. Man has an upright gait. The bear has a thick pelt. The lion has great strength. The country has brave soldiers. The farmer has a fine barn. The soldier has courage. The righteous possess boldness. The school has good order. The spendthrift comes to poverty.

31. Change these sentences into phrases consisting of nouns modified by adjective phrases. — Ex.: The honesty of the boy. The black feathers of the raven.

The President, who serves the people, is elected every four years. The road that leads through the forest is cool and shady. The mill that stands by the stream clatters early and late. The mountain that rises in the distance is Pike's Peak. Men that show no understanding are called fools. The tea that comes from China is better than that which comes from India.

32. Change the italicized clauses into phrases meaning the same thing. — Ex.: The president of the people is elected, etc. The forest road.

LESSON XVI.

COMPOSITION EXERCISES.

To the Teacher.—These exercises upon the Head, Ear, and Tongue may give rise to an animated oral discussion in the class, and to profitable written compositions. Let the children see if they can learn from what books the quotations are taken.

WORDS WITH VARIOUS MEANINGS.

- 33. Head. What part of the body do we call the head? What things besides men and animals are said to have a head? (cane, nail, spear, etc.) What is meant by: He is headstrong? He is a blockhead? Explain the meaning of the following: Don't lose your head. Two heads are better than one. You have hit the nail upon the head. He was over head and ears in debt. I can make neither head nor tail of it. The boil came to a head. "The head and front of my offending hath this extent, no more." Give the horse his head. It is hard to make head against the stream. That boy's head is turned.
- 34. Ear. Which organ of sense is called the ear? Explain these expressions: The news has come to my ears. You must prick up your ears. Incline thine ear unto me. Having ears, they hear not. I preach to deaf ears. You will soon be up to your ears in work. "Lend me your ears; I come to bury Cæsar, not to praise him."
- 35. Tongue. What things besides men and animals are said to have a tongue? Explain these expressions: You have a forked tongue. The words died upon my tongue. Hold thy tongue in check. "May my tongue cleave to the roof of my mouth." A tongue of flame shot up. A long tongue is a sign of a short hand. Better that the feet slip than the tongue. The tongue's not steel, yet it cuts. We should all learn the mother tongue. Learn to hold the tongue.

LESSON XVII.

SENTENCE EXERCISES.

THE ADJECTIVE MODIFIER IS A PRESENT OR PAST PARTICIPLE.

THE TRAVELER.

To the Teacher. — Explain to the pupils that participles are adjectives derived from verbs, and that the present participle ends in *ing*. The past participle of regular verbs ends in *ed*. Teach the past participle of irregular verbs as occasion arises.

A journeying apprentice was once going along the highway. A cutting wind was blowing, and blinding snow covered everything. The freezing traveler had no warm clothing. The worn-out coat and the torn boots could not keep out the penetrating cold. His stiffening limbs could go no further. He sought to restore his failing strength, and sat down in the snow. Soon the tired youth fell asleep. A passing laborer now discovered the sleeping stranger. The determined man bore him to the neighboring village. There he sought to bring back the life to the stiffened body. His continued efforts were successful, and the vanished consciousness returned. With grateful heart the rescued youth thanked his rescuer.

- **36.** Select the nouns that are modified by participles. Observe that the present participle ends in *ing*, and the past (regular) in *ed*.
- 37. Form sentences in which you change the participles into verbs. Ex.: An apprentice journeys. Snow blinds.

What do we call eyes that sparkle? Birds that sing? Flowers that wilt? Bodies that shine? Leaves that fall? Thoughts that comfort? A conscience that sleeps? A

balsam that heals? Children that shout? Storms that rage? A book that is printed? A garment that is torn? Grass that is mown?

38. Answer the questions. — Ex.: Eyes that sparkle are called sparkling eyes.

Smoking mountains, floating clouds, helping friends, waving grass, whistling quails, loving mothers, trading merchants, crying children, fighting warriors, blinding lightning, refreshing rain, growing plants, glistening dewdrops, baked apples, captured game, ensnared birds, deserted houses.

39. Explain what these expressions mean. — Ex.: Smoking mountains are mountains that smoke.

LESSON XVIII.

COMPOSITION EXERCISE.

FIGURATIVE LANGUAGE.

- a. I will never cross his threshold again. Fifty sail left the harbor at one time. The wanderer has said farewell to our fireside. His locks shone silver white.
- b. We long for a sheltering house. You should rise at the approach of an aged man. The songs of the birds resound from the trees. The whole human race is mortal. A hundred willing feet answered the call.
- **40.** Reconstruct the sentences, employing words embracing the *whole*, under a, and others referring to a *part*, under b. Ex.: I will never enter his *house* again. We long for a sheltering *roof*.

LESSON XIX.

THE ADJECTIVE IS A NOUN WITH A PREPOSITION (A PHRASE).

PROVERBS.

To the Teacher.—It is important that the pupils should recognize the adjective nature of phrases and clauses that limit or qualify nouns. They do this most effectively by changing adjective words into phrases and clauses, adjective phrases into words and clauses, adjective clauses into words and phrases. In these concrete grammar exercises, the pupil should not be allowed to lose sight of the point illustrated.

A bird in the hand is worth two in the bush. A friend in need is a friend indeed. The fire in the flint shows not till it is struck. The love of the wicked is more dangerous than their hatred. A stitch in time saves nine.

41. Select the adjective phrase modifiers and change them into subordinate clauses. — Ex.: A bird that is in the hand is worth two that are in the bush. A friend who helps us in our need is a friend indeed.

Along the Baltic coast amber is found. Chinese customs are very old. Soon after the discovery of glass, glass dishes were considered more precious than golden dishes. We obtain by commerce Japanese fans, East Indian spices, Arabian gums, English tin, tropical fruits, etc. There are treeless plains, friendless men, and homeless children. There are wingless and winged insects. Forest paths are cool and shady. The St. Gothard tunnel is one of the wonders of the world.

42. Change the italicized words into adjective phrases. — Ex.: Along the coast of the Baltic amber is found. The customs of the Chinese are very old.

LESSON XX.

THE ADJECTIVE IS AN INFINITIVE PHRASE (A VERB PRECEDED BY "TO").

THE BEAR-PELT.

Two young hunters heard of a bear that they could kill. In imagination they already divided between them the pelt that they should obtain. They discussed the amount of money that they should receive. But the beast that would have to be overcome was too fierce. The reward that was to be expected suddenly appeared to them not worth the trouble, and they crept off in shame. The hasty fellows had received a lesson that can not be too well impressed.

43. Change the italicized clauses into infinitive phrases. — Ex.: Two young hunters heard of a bear to be killed. The hasty fellows had received a lesson not to be too well impressed.

Mistakes to be corrected, corrected mistakes; men to be reproved, reproving men, reproved men; parents to be pleased, pleased parents; goods to be packed, packed goods; friends to rescue, rescuing friends, rescued friends.

- 44. Explain the foregoing expressions. Ex.: Rescued friends are friends that have been rescued.
- 45. How may one express with nouns and participles or infinitives work that is already completed, or which is still to be completed? Punishments that have been already suffered or are still to be suffered? Friends that mourn. Warriors who conquer, or who have been conquered, or will be conquered in the future? Visits that one expects, or that one may expect in the future? Ex.: Completed work. Work to be completed. Mourning friends. Warriors to be conquered.

LESSON XXI.

RIP'S CHIEF OCCUPATION.

To escape work and his domestic troubles Rip would take long hunting trips in the mountains, accompanied

only by his dog Wolf, who was as much henpecked as his master. He would seat himself on a log and say, "Poor Wolf, thy mistress leads thee a dog's life of it; but never mind, my lad, whilst I live thou shalt never want a friend to stand by thee!"



One fine autumnal day, he had wandered to the highest parts of the Catskill Mountains. He was squirrel shootand, and the still solitudes had echoed and reëchoed with the reports of his gun. Panting and fatigued, late in the afternoon, he threw himself on a green knoll covered with mountain herbage. In the distance he saw the lordly Hudson, far, far below him moving on its silent course. On the other side he looked down into a deep mountain glen, — wild, lonely, and shagged, — the bottom filled with fragments from the impending cliffs, and scarcely lighted by the reflected rays of the setting sun.

46. After reading this outline, describe orally the man, the dog, and the hunt. Follow the oral with a written description.

LESSON XXII.

SOCRATES.

This wise man was one day walking along the strand of the sea with his pupils, when he was met by a former friend, who a short time before had become a rich man. Socrates greeted him, but the haughty man did not think it worth the while to return the salutation. "Why do you greet this haughty fellow?" inquired the pupils of the master. "Ah! surely you would not expect me to return his incivility with like impoliteness," was the quiet answer of the celebrated man.

- 47. (a) Underline all the adjectives. (b) Tell to what class of adjectives each belongs. (See next lesson.)
- 48. Supply other appropriate adjectives in the place of those given.
- 49. Find adjectives in your Reader and tell to what class each belongs.

LESSON XXIII.

REVIEW OF ADJECTIVE MODIFIERS.

PROVERBS.

Many hands make light work. Willing hearts make swift feet. Diligence is the mother of good fortune. Every dog hath his day. This rule of gardening never forget, to sow dry, and set wet. One swallow does not make a summer. Standing water gathers filth. The second blow makes the fray. Too many cooks spoil the broth. Four eyes see more than two. The eye of the

master makes the horses fat. Barking dogs seldom bite. Abused patience turns to fury. Love me, love my dog.

- 50. Inquire for the adjective modifier and show whether it is:—
- (1) A qualifying adjective, that is, one that answers the question, "What kind of a ——?"—Ex.: A diligent pupil.
- (2) A phrase with the word of, answering the question, Of what?
 - (3) A possessive pronoun, answering the question, Whose?
- (4) A demonstrative adjective (this, that, these, those, such), answering the question, Which?
- (5) A numeral adjective, answering the question, How many?
- (6) A numeral adjective, answering the question, What? or Which? Ex.: What day? The seventh day. Which boy? The third boy at the right.
- (7) A participle used as adjective, that is, a word derived from a verb, and ending in *ing* or, in the case of regular verbs, in *ed*.

LESSON XXIV.

COMPOSITION EXERCISES.

To the Teacher. — The main idea of this class of exercises is to reconstruct the sentences by changing the order of the words. In this way the children get practice in varying and improving the construction. Have each pupil decide which form seems to him most pleasing and forcible.

CHANGED ORDER OF WORDS.

THE EVENING SERVICE.

After the great battle of Sedan, a regiment of soldiers from Thuringia began its march toward Paris. Their first night was passed in a village. All the houses were soon

filled with soldiers, yet many had no shelter. A company therefore took up its quarters in the village church. The men occupied the nave, and the officers the vestry. Soon the weary soldiers laid themselves down to sleep. But one of them slipped unobserved to the organ. Another stepped to the bellows. Immediately the high arches of the church rang with the swelling chords of "Praise God from whom all blessings flow." In a moment all the tired warriors were awake. One after another they joined the chorus with powerful voices. The song of praise floated out into the still night.

- 51. Change the order of words in each sentence, beginning with the italicized words.
- 52. Try to make still other changes in the order of words, changing the words where necessary.

Plant the tree while you are young, that its fruit may nourish you in age.

53. Change this sentence, beginning with, (1) If you wish; (2) If the fruit; (3) Those who; (4) Whoever plants; (5) How can you hope; (6) If in age.

Man will have peace and contentment in his heart, if he fears God and does good.

- 54. Change this sentence, beginning in each of the following ways: (1) If; (2) Whoever has; (3) He who fears; (4) So long as man; (5) As soon as man no longer; (6) If you desire; (7) Fear God; (8) Happy the man; (9) Should you do good; (10) How can peace.
- 55. Change the order of words in some of the paragraphs of your reading lesson.



LESSON XXV.

COMPOSITION EXERCISES.

FIGURATIVE EXPRESSIONS.

THE HEART.

56. Which part of the human body is called the heart? Explain the meaning of the following expressions: He took it much to heart. His heart was not in the work. Take heart and try again. Do not set your heart on trifling things. We should learn some things by heart. "Mercy is enthroned in the hearts of kings." The mother bears a heavy heart when her son is wayward. Harden not your heart against the unfortunate.

Eye, root, anchor, fire, morning, evening, tooth, finger, bread, spring, summer, autumn, winter, seed, wound.

57. Form sentences in which the foregoing words are used figuratively. — Ex.: Go to the root of the matter. It is the root of bitterness in him.

LESSON XXVI.

COMPARISON OF ADJECTIVES.

New York and Philadelphia have large populations. The Mississippi and the Missouri are long rivers. Water and air are transparent bodies. The lion and the bear are fierce animals. Plums and oranges are delicious fruits. Coffee and milk are nourishing drinks. Paper and linen are thin materials. Coal and iron are hard minerals.

The sun and the moon are large heavenly bodies. A tent and a house furnish good shelter.

58. Make comparisons between the objects mentioned in the foregoing sentences, using the comparative form. — Ex.: New York has a larger population than Philadelphia.

Diamonds are more expensive than any other stones. The Bavarian Alps are higher than any other mountains of Germany. Corn is a more important crop in Illinois than any other grain raised there. Ostrich eggs are larger than any other eggs. The thunder storm is more impressive than any other common event of nature. Air is lighter and more transparent than any other body. The Bible is older and better distributed than any other book.

59. Change these sentences, using the highest, or superlative degree of comparison. — Ex.: Diamonds are the most expensive of all stones.

Eggs, meat, and bread are nourishing foods. Chicago, St. Louis, and New York are important cities of the United States. Electricity, the moon, and the sun give a bright light. October, November, and December have short days. The horse, the elephant, and the whale are large animals. Mt. Washington, Mt. Tacoma, and Mt. St. Elias are high mountains of North America. The lark, the thrush, and the nightingale are good singers. Lead, copper, and iron are useful metals. Many people journey in carriages, steamships, and cars.

60. Compare these objects, using all three degrees of comparison. — Ex.: Bread is a nourishing food, meat is more nourishing than bread, and eggs are the most nourishing of all.

LESSON XXVII.

COMPOSITION EXERCISE.

To the Teacher.—Let the children give a number of synonymous expressions for each italicized word, phrase, or sentence, writing them in lists on the board. When this has been done, let each pupil write the best composition he can construct from the given materials.

CHANGE OF EXPRESSION.

THE GROVE AND THE YOUNG FARMER.

The owner of a large farm had among the rest a rather large wood-lot, which yielded far less than a like piece of farming land would have done. It was therefore proposed to the eldest son that he should fell the trees. The youth went to the field, but when he viewed its size, he thought despairingly, "This is a work that I can not complete in a lifetime." He threw himself sullenly upon the ground, and spent this and the following day in growling, sleeping, and doing nothing.

The father found his son in this state, and soon saw wherein the mistake had been. Instead of reproving the youth for disobedience, he himself said: "You are right; this labor is too great for a single person. But, what say you? Are you able to clear up this corner for about twenty paces without help?" The son was ready for this; he set to work at once, and in eight or ten days had cleared the corner.

"Suppose now," said the father, "you should try with this part, which is not larger than the other?" The son was equally willing this time. Thus they proceeded for six or seven times, and before the summer had flown, the trees were all laid low.

61. Exchange the italicized words for other appropriate expressions. — Ex.: The possessor of a large farm had on his place a rather large piece of timber land, which produced far less than a like field of tillable land would have done.

LESSON XXVIII.

RIP'S GREAT ADVENTURE.

As Rip was about to descend he heard a voice from a distance hallooing, "Rip Van Winkle! Rip Van Winkle!"



He looked around but could see nothing but a crow winging its solitary flight across the mountain. Thought he must be deceived, but heard the same cry again ring out. Wolf bristled up his back and giving a low growl, skulked to his

master's side, looking fearfully down into the glen. Rip was apprehensive: saw a strange figure slowly toiling up the rocks and bending under a weight on his back.

Rip became astonished at his appearance. He was a short, square-built old fellow, with thick bushy hair, and a grizzled beard. His dress was of the antique Dutch fashion—a cloth jerkin strapped around the waist—with several pairs of breeches, the outer one of ample volume, decorated with rows of buttons down the sides, and bunches at the knees.

He bore on his shoulders a stout keg, that seemed full of liquor, and made signs for Rip to approach and assist him with the load. Rip complied, and mutually relieving each other, they clambered up a narrow gully, hearing long peals of thunder in the distance.

62. Write a description of the adventure.

Rules and Principles.

- 1. Adjective words or phrases are those that modify nouns.
- 2. The adjective modifier may be: -
- (a) An adjective word. Ex.: The diligent pupil.
- (b) A possessive pronoun. Ex.: My playmates.
- (c) A present or past participle—a form of the verb used to modify the noun.—Ex.: Our loving parents. Our beloved parents.
- (d) A preposition and a noun—a prepositional phrase.— Ex.:

 The roof of the house.
- (e) A numeral—a word that shows number.— Ex.: Seven days. The seventh day.
- 3. Many adjectives may be compared. We distinguish three degrees:—
- (a) Positive. Ex.: Light.
- (b) Comparative. Ex.: Lighter.
- (c) Superlative. Ex.: Lightest.
- 4. The participle is a form derived from the verb, and is often used as an adjective. There are *present* participles, as *loving*, *singing*; and *past* participles, as *beloved*, *torn*.
- 5. A numeral adjective shows number. It may be definite, as one, two, etc.; or indefinite, as many, some, few, etc. The definite numerals may be, (1) Cardinals, as one, two, three, four, etc.; or (2) Ordinals, showing the order of things, as first, second, third, etc.

CHAPTER III.

VERB MODIFICATIONS.

LESSON XXIX.

THE OBJECT.

TRANSITIVE AND INTRANSITIVE VERBS.

To the Teacher. — Remind the pupils that some actions terminate with the actor. — Ex.: Birds fly; while others terminate upon an object. — Ex.: Children gather flowers. Verbs that express an action which terminates upon an object are transitive and take the direct object.

ALEXANDER AND DIOGENES.

There once lived in Corinth a strange wise man whose name was Diogenes. The king Alexander one day visited Diogenes, and sought to get acquainted with him. Now, above all things Diogenes loved simplicity. He wore an old, torn mantle, went barefoot, and carried a beggar's sack upon his back. For a dwelling place he used a tub. He had thrown away his drinking cup, for he had once seen a boy drink from the hollow of his hand. When Alexander came to visit him, Diogenes lay before his tub, that the sun might shine upon him. He scarcely lifted his eyes to notice the king. Alexander talked long with the strange

man, and found his answers wise and pointed. At last the king offered to grant any favor Diogenes might desire.

The wise man thanked him for his offer, and said, "Get out of my sunshine." The companions of the king laughed at this foolish wish, but Alexander reproved their laughter, and said, "Truly, were I not Alexander, I would be Diogenes."



63. Find the nouns and pronouns in the story that are used as direct objects. Do you find entire expressions which seem to be objects?

LESSON XXX.

THE CROW AND THE FOX.

A crow once stole a —, and sought out a — in the forest. Here she thought to devour —. A hungry fox saw — and sought to outwit —; so he cried in a loud voice, "See the —. All the world admires —. In the beauty of her feathers she surpasses all other —. Ah, if her voice were only as fine as her feathers!" These words made the crow vain, so she opened her — to let the fox hear her —. But she dropped —, and the fox picked — up, saying

mockingly, "Your voice is all right, but your wit is wanting."

- 64. Supply the missing objects in this story. Ex.: A crow once stole a piece of meat.
- 65. Wherever possible, change the sentences so that these objects may become subjects. Ex.: A piece of meat was once stolen by a crow, and a tall tree sought in the forest.

Note. — The passive form of the verb tells what is done to things; the active form tells what things do. When a verb may be put into both the active and the passive form it is said to be transitive. — Ex.: The fox outwitted the crow; the crow was outwitted by the fox. The active form of the transitive verb always requires an object to complete its meaning. Verbs that cannot be put into a passive form, and that are not followed by objects, are said to be intransitive. — Ex.: The fox barks. The crow caws.

TRANSITIVE AND INTRANSITIVE VERBS.

The child cries. The boy claps. The girl laughs. The mother knits. The father reads. The fire burns. The sun shines. The cloud hides. The lightning flashes. The rain wets. The storm howls. The lion roars. The tiger seizes. The father chops. The pupil recites. The blacksmith hammers. The birds sing. The dog pursues.

- 66. Supply direct objects for such of the foregoing sentences as will allow them.
- 67. Tell which of the verbs may be put into the passive form. Ex: Stockings are knit by the mother. The iron is hammered by the blacksmith.



LESSON XXXI.

COMPOSITION EXERCISES.

MY LIFE HISTORY.

68. Day and year of birth. Place. Parents. Given name. Instruction. Various sicknesses. Change of dwelling place, of life on account of success of parents, etc. Brothers and sisters. Various important wants. Plans for the future.

MOSES.

69. Birth, rescue. At the court of Pharaoh. Flight. Stay at Jethro. The burning bush. Return to Egypt. Departure of the Israelites. The Red Sea. Journey through the

wilderness. The giving of the laws. Other events. Death. Reference to the poem,

beginning —

By Nebo's lonely mountain,

On this side Jordan's wave,

In a vale in the land of Moab,

There lies a lonely grave.

THE DISCOVERY OF AMERICA (1492).

70. Importance of India for trade. Former routes by which goods were brought to Europe. Attempts of the Portuguese to find a sea route. Columbus asks in Genoa, Portugal, and Spain for ships. Isabella and Ferdinand. Departure. Direction. Mutiny. Discovery of the islands of San Salvador, Cuba, and Hayti. Particulars of the Columbian Exposition in Chicago in 1893.

LESSON XXXII.

PROVERBS.

Haste makes waste, and waste makes want, and want makes strife between the good man and his wife. Trust not the words of a flatterer. God helps those who help themselves. Give a dog an ill name and you may as well hang him. We should publish our joys, and conceal our griefs. Wise men sometimes change their minds, fools never. Give him an inch and he'll take an ell. Do good, and then do it again.

- 71. Select the direct objects.
- 72. Select the words that name (a) thought objects; (b) sense-objects. Select those that are pronouns.

LESSON XXXIII.

SENTENCE EXERCISES.

THE BEE AND THE MAN.

"Have you among all the animals a greater benefactor than I am?" asked the bee of the man. "Certainly," he answered. "Whom?" "The sheep, for its wool is necessary to me, whereas your honey is only agreeable. And would you, Bee, like to know another reason why I regard the sheep as a greater benefactor than you? The sheep furnishes me the wool without making me trouble, but when I wish your honey, I must shield myself against your stings."

- 73. Select the nouns and pronouns used as objects, and tell whether they are direct or indirect. (See p. 119.)
- 74. Tell the story, putting all nouns and pronouns in the plural. Ex: "Have you among all the animals greater benefactors than we are?" asked the bees of the men.

My Dear Mother: -

To-day I send you my first letter from this old school town. I have long looked forward with pleasure to this moment; yet it will not be possible for me to tell you as much as I would like to, for I have but little time.

For three days I have been in this busy place. All the people are strangers to me, but I hope to find good friends soon. Yesterday, for the first time, I went to school. I was not perfectly pleased with everything, yet you need not worry on my account. It will not be long until I shall feel at home in the school, where, for your sake and my own, I hope to learn a great deal.

I am very well, and reasonably contented. Please read this letter to father and the boys. I will write to them soon. With love and best wishes to all,

Your loving son,

HENRY SIMMONS.

Cambridge, Mass., Feb. 3, 1897.

- 75. Change this letter so that it shall read as if it were from two sons. Ex: To-day we send you, etc.
- 76. Change the letter so as to speak of Henry in the third person. Ex.: Henry to-day sent his first letter to his mother from the old school town, Cambridge. He had long looked forward, etc.

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LESSON XXXIV.

DECLENSION OF THE PERSONAL PRONOUN.

The departing guest says: I must go. My visit is over. Write to me. Visit me soon.

The host and hostess answer: We are sorry to see you go. Our pleasure in your visit has been great. Send us a letter soon. Come and see us again.

- 77. (a) Change the first group of sentences so that two guests shall speak. Ex.: We must go. (b) How would you speak of a departing guest in the third person? of more than one? Ex.: We are sorry to see him go.
- 78. Which of the pronouns in the two groups of sentences are indirect objects? Observe that the form or spelling of the pronoun used as indirect object is the same as that of the direct object.

SCHEME OF DECLENSION.

- 1. Nominative . . Who departs?
- 2. Possessive . . . Whose visit is over?
- 3. Objective Whom shall the host and hostess visit?

SINGULAR.

	DILIG C BILLIO	
1st person.	2D PERSON.	3d person.
Nominative I Possessive My (or mine) Objective Me	you your (or yours) you	he she it his her (or hers) its him her it
	PLURAL.	
Nominative We Possessive Our (or ours) Objective Us	you your (or yours) you	they their (or theirs) them

79. Commit this scheme to memory, so that you can repeat it rapidly or write it correctly. Remember that the indirect object has the same form as the direct. It completes the meaning of the verb, but requires the use of the preposition to or for [usually to], either expressed or understood.

LESSON XXXV.

DOUBLE OBJECTS (THE SECOND MEANING THE SAME PERSON OR THING AS THE FIRST).

- a. To regard, to hold, to think. Ancients whale, fish. Romans bravery, greatest virtue. Socrates death, entrance into a better life. Mohammedans Mohammed, great prophet.
- b. To call, to name. Republics —— chief executive, president. The Romans —— Augustus, fortunate; Nero, the cruel. Enemies —— Socrates, a despiser of the Gods, a corrupter of the youth.
- 80. Form sentences with double objects. Ex: The ancients thought the whale a fish. Observe that the second object is a word describing or meaning the same thing as the first. No conjunctions are used between these objects, but the words to be are of frequent occurrence. Ex: Socrates thought death to be an entrance into a better life.

LESSON XXXVI.

THE ADVENTURE (Continued).

As Rip and the dwarf clambered up the mountain, they came to a level spot in the center of which was a company of odd-looking personages playing at ninepins. Their visages were peculiar: one had a large head, broad face, and small, piggish eyes; the face of another seemed to consist entirely of nose, and was surmounted by a white sugar-loaf hat, set off with a little red cock's tail. One was a stout old gentleman, who seemed to be commander.

He wore a laced doublet, broad belt and hanger, highcrowned hat and feather, red stockings, and high-heeled shoes with roses in them.

Though they seemed to be playing, there was nothing



to interrupt the stillness but the noise of the balls, which, whenever they rolled, echoed along the mountains like rumbling peals of thunder.

As Rip approached the dwarfs ceased playing. They emptied the contents of the keg into

large flagons and motioned Rip to serve them. He obeyed with fear and trembling, which gradually subsided as they resumed their game. Soon he tasted the liquor, and finding it agreeable, drank again and again. His eyes swam, his head gradually declined, and he fell into a deep sleep.

81. Describe from this outline the carouse of the dwarfs.

LESSON XXXVII.

SENTENCE EXERCISES.

DIRECT AND INDIRECT OBJECT.

To the Teacher. — There are a few verbs in English that may be followed by two objects; one direct and the other indirect. The indirect object may be known by the fact that it is the object of a preposition, usually to and sometimes for, expressed or understood. The preposition is used when the indirect follows the direct object.

Son - write - letter - father. Government - give - Indians - food. President - present - sword - general. Jacob - give - Joseph - coat. Merchant - sent - goods - customer. Teacher - teach - grammar - pupils. Father - promise - pony - son. Farmer - offer - food - beggar. Dog - bring - bird - master.

- 82. Arrange these groups of words into sentences, making the verbs express past time, and placing the direct object first and the indirect object with to or for last. Ex.: The son wrote a letter (direct) to his father (indirect).
- 83. Change the order of the objects, putting the indirect object first; make the verbs express present time. Ex.: The son writes his father (indirect) a letter (direct). Notice that the indirect object follows the word to or for expressed or understood; if the indirect object follows the direct, the preposition to or for is used, but if it precedes the direct object, the word to or for is not used.
- 84. Place the verb in the passive form, using the direct object as subject. Ex: A letter was written to the father by the son.

Who gave what? To whom? Bring, get, with, promise, deny, send, tell, steal, prepare, make outer, sell, teach, show.

- 85. Form sentences from these verbs, completing the meaning of each verb with a direct and an indirect object, the direct object being placed first. Ex.: The father gave a pony to his son.
- 86. Make the verbs express future time, and place the indirect object before the direct when this will sound well. Ex.: The father will give his son a pony.

LESSON XXXVIII.

WORD STUDIES.

NOUNS DERIVED FROM VERBS BY A CHANGE IN THE SPELLING OF THE VERB.

THE WOODS IN SPRING.

The streams have burst their icy bonds. The cold blasts of winter have departed. The frost is out of the ground. The plants have begun their new growth. From every tree-top is heard the song of birds. The beast of prey deserts his winter lair. The fish are again tempted by the fisherman's bait. Water falls in drops from overhanging rock. Blackbirds wheel in rapid flight over our heads. All the animals seek for food.

87. Reconstruct these sentences so that you may use verbs instead of the italicized nouns. (Note the change in spelling.) — Ex.: Ice no longer binds the streams. The cold winds of winter no longer blow.

Burden, choice, clothes, deed, draft, draught, gift, knowledge, proof, slain, speech, stroke, tale.

88. Find the verb from which each of these nouns was derived, and put it in x sentence. — Ex: This is my choice; what do you choose?

To speak, to thieve, to think, to weigh, to break, to draw, to drive (snow), to weave, to beat (strike, as a ball), to float, to bend (the disposition of a person), to dig, to fell.

89. Derive a noun with changed spelling from each of these verbs. (Do not use prefix or suffix.) — Ex.: Let your speech be clear and direct. Theft is punished by law.

Rules and Principles.

- 1. The object is a word used to complete the meaning of a transitive verb, and it answers the question, What? or Whom? The fox catches what? The fox catches rabbits. The fox sees whom? The fox sees the hunter.
- 2. The indirect object is a word used with to or for, expressed or understood, to complete the meaning of the verb. Ex.: (a) Give the book to whom? Give the book to me, or Give me the book. (b) Make a kite for whom? Make a kite for Harry, or Make Harry a kite. Notice that when the indirect object follows the direct object the preposition to or for is used, and when it precedes the direct object the preposition is omitted.
 - 3. The object may be: —
- (a) A noun. Ex.: The doctor gave medicine (direct) to the patient (indirect).
- (b) An adjective used as a noun. Ex.: All admire the diligent (direct). The earth yields abundance (direct) to the industrious (indirect).
- (c) A participle or infinitive. Ex.: Honest people condemn stealing (direct). The thrush loves to sing (direct).
- (d) A personal pronoun. Ex.: Visit me (direct). Write to me (indirect).
- 4. There are transitive and intransitive verbs. The transitive verb when in the active form is followed by an object, in most cases, and permits one in all cases, but the intransitive verb does not admit of an object.
- 5. The transitive verb may be put into the passive form, but the intransitive verb has no passive form. Ex.: The boy catches (active) the ball. The ball is caught (passive) by the boy. Ex.: The bird flies.
- 6. The transitive verb may be followed by a direct object alone; or by a direct object and by an indirect object, i.e., a noun used as the object of to or for expressed or understood. Ex.: Boys play ball. Boys recite lessons to the teacher.

CHAPTER IV.

THE ADVERBIAL MODIFICATION.

LESSON XXXIX.

TO THE TEACHER. — Refer frequently to the Rules and Principles at the close of this chapter, p. 133, so that the pupil may firmly fix in mind the range of adverbial modification. A frequent repetition of the rules illustrated by a lesson will help the pupil to comprehend grammatical distinctions.

THE BIRDS.

- a. In the United States there are innumerable birds. The most of them live in the woods, yet many are found in the fields. Some are seen in the gardens, and a few are even kept in our houses. The eagle builds her nest upon the highest rock, while the wren forms her snug and tiny nest in the wayside hedge. The swallow plasters her nest upon the gable of the house or under the eaves of the barn. Out in the wheatfield we hear the whistle of the quail. The noise of the ducks and geese comes to us from the pond. The birds of prey dart downward through the air. Everywhere we find the birds.
- b. In autumn the migratory birds leave us, but they return in the spring. Even in March we hear the call of the robin. At the same time the bold and saucy blue-jay

pays us his first visits. One hears the sweet songs of the birds from May until October. Some of them remain with us during the winter.

- c. There are many things that birds can do. The swallows fly with the greatest ease. The ostrich runs rapidly. Swimming birds dive with much skill. The owl moves noiselessly through the night air. Birds of prey search out their victims with keen vision.
- d. Nearly all birds build skillfully made nests with their bills and feet. Some make them out of straw, and the little birds usually line them with wool. The large birds of prey build theirs from small sticks and twigs. For the most part they hatch the eggs with the warmth of the body. Many birds are highly valued on account of their eggs, while others are prized for their flesh and feathers. Still others charm us with their songs.
 - 90. Inquire for the words under a that answer the questions, Where? Whence? Whither?
 - 91. Inquire for the words under b that answer the questions, When? How often? How long?
 - 92. Inquire for the words under c that answer the question, How?
 - 93. Inquire for the words under d that answer the questions, Out of what? With what? By what means? Why?
 - Note. Adverbial words, or phrases of place, answer the questions, Where? Whence? Whither? Those of time answer the questions, When? How often? How long? Those of manner answer the question, How? Those of cause and effect answer the question, Why?

LESSON XL.

A LETTER FROM DRESDEN.

Dear Frank : -

Only four weeks ago we steamed out of New York bay. Now we are thousands of miles from home in this old German city. Yesterday, in company with father I visited the fortress Koenigstein. We started early in the morning. The trip was rather long. Finally, however, we reached the city of Koenigstein. Near by, a steep mountain rises, on the top of which there is a fortress of the same name. We climbed the steep path to the top in three quarters of an hour. Here we had a splendid view. Round about us lay mountains and valleys. Across the river rose the high mountain Lilienstein, where a Saxon army of 14,000 men once had to surrender to Frederick the Great. Farther off glanced the giant mountains of Bohemia. The Elbe river crept along far below us. We walked around the ramparts of the fortress several times. Something new and beautiful met the eye at every point. Then we began to examine the fortress itself more carefully. It consists of masonry only in part, most of it being hewn out of the solid rock. The fortress well seemed very remarkable to us. It is 620 feet deep, right down through the rock, and has 65 feet of water in it. By and by the time of departure came. We took our farewell view from the finest point, and hastened down to the steamboat. Soon we were steaming along on our homeward journey.

Your tired but happy schoolmate,

JAMES PATTON.

Dresden, Germany, Aug. 5, 1897.

- 94. Select the adverbial modifiers of time, place, and manner.
- 95. Express these adverbial word modifiers in phrases (preposition and noun), as far as you can. Ex: We are at present thousands, etc.

LESSON XLI.

COMPOSITION EXERCISES.

BENJAMIN FRANKLIN.

96. Born 1706; brothers and sisters; becomes a printer; efforts to improve; table of virtues; postmaster; inventor of lightning rod; sent as Commissioner to England; secures help of France; treaty of peace with England in 1783; residence in Paris until 1785; death



1790. Write an epitaph for the great man.

FROM THE LIFE OF A MOLE.

(Related by himself.)

97. 1. Strange fellow, tunneler, an enemy to the light.



2. Is hunted, lonely life, shyness. 3. Body with respect to size, color, ears, eyes, feet, fur, etc. 4. Dwelling-place, arrangement, runways. 5. Appetite, food. 6. Defense against accusers,

not a plant eater, has teeth only for animal food, more useful than injurious to man. 7. Petition for protection.

FROM THE LIFE OF A BAT.

(Related by himself.)

98. 1. Despised above all creatures. 2. Lack of bodily beauty: head, ears, eyes, mouth, neck, wings, color of hair,

half mammal, half bird. 3. Sleep in dark places during the sunshine, nightly occupations. 4. Comparison of flying appa-



ratus with that of the bird. 5. Complaint against the groundless charges of men. 6. Oversight of usefulness, destruction of injurious nocturnal insects. 7. Special

fitness for their capture on account of hearing, scent, and teeth. 8. Enemies: cats, foxes, weasels, owls; no rest from enemies in winter sleep.

LESSON XLII.

THE ADVERB OF PLACE.

WATER.

From what does water flow? Where are the springs, mostly? Whither do the brooks flow? Into what does the water of the brook empty? Where else might it flow? Where does almost all water come together? Whither does the water rise as vapor? Whither does it float as clouds? Where does it afterwards fall as rain or snow? Where does it gather again at last?

- 99. Answer the questions, and underline the adverbial modifiers of place. Ex: Water flows from springs. The springs are mostly in the mountains.
- 100. For each of the following adverbs find another of opposite meaning and use it in a sentence: Forward, over, here, hither, right, outside, early, forenoon, yesterday, willingly.—

 Ex.: Forward back. Stand back from the lion's cage.

 Early late. Better late than flever.

LESSON XLIII.

WORD STUDIES.

NOUNS DERIVED FROM NOUNS, ADJECTIVES, AND VERBS.

LING, LET, KIN. What does one call a little duck? a little goose? a little lamb? a little man? a little cat (from resemblance to a cat's tail)? a little brook? a little brace? a little leaf? a little ring (of hair)? a little stream? a little ball (dance)? What do we call a deserted child that is found? one that has been changed by the fairies? one that nurses? one that is dear? What do we call a young bird in the nest? a tree that grows from the seed? an animal a year old? a man who is hired (to do a mean service)? a first-born animal? a very young tree? (Why?) A person that is inferior to others (under)?

101. Form derivative nouns from the words given above, by using the syllables given as suffixes (terminal syllables).—

Ex.: We call a little duck a duckling.

DOM, HOOD. Knight, martyr, child, serf, man, woman, widow, thrall, maiden, boy, wise (adj.), free (adj.).

102. Form derivative nouns showing state or condition, and place them in sentences. — Ex.: The hero was honored with knighthood.

LESSON XLIV.

THE ADVERB OF TIME.

THE SEASONS.

When does spring begin? How long are the nights then? When does the sun rise? At what time have the

snow-drops already bloomed? When do the violets appear? When does summer begin? How long are the longest days? When is it the hottest? When is the wheat harvested? When does autumn begin? When do the apples ripen? When is the corn husked? When do the leaves grow yellow and red, and fall off? When does winter make its entrance? When does Christmas come? How long is each season? How often do the seasons change?

103. Answer the questions, underlining the adverb of time, in this lesson a word or phrase.

LESSON XLV.

THE AWAKENING.

On awakening, Rip found himself on the green knoll from which he had first seen the old man of the glen. He rubbed his eyes. It was a bright morning. "Surely,"



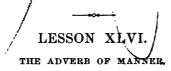
thought Rip, "I have not slept here all night." He recalled the occurrences before he fell asleep. The strange man with the liquor—the ravine—the wild retreat among the rocks—the woe-begone party at ninepins—the flagon

— "Oh! that wicked flagon!" thought Rip — "What excuse shall I make to Dame Van Winkle?"

He looked round for his gun, but in place of the clean,

well-oiled fowling-piece, he found an old firelock lying by him, the barrel encrusted with rust, the lock falling off, and the stock worm-eaten. He suspected the dwarfs had put a trick upon him. His dog Wolf had disappeared. He whistled after him and shouted his name, but all in vain; the echoes repeated his whistle and shout, but no dog was to be seen. He determined to go home. As he rose to walk, he found himself stiff in the joints. "These mountain beds do not agree with me," thought Rip, "and if this frolic should lay me up with a fit of the rheumatism, I shall have a blessed time with Dame Van Winkle."

104. From this outline, describe the awakening.



A SUMMER EVENING.

How does the sun set? How are the clouds colored? How does the air move? How does the farmer return home? How do the horses go to their stalls? How do the insects buzz about? How do the frogs croak? How does the owl fly? How do the eyes of the child droop? How does it fall asleep?

105. Answer the questions, noting the adverb of manner.

LESSON XLVII.

DESCRIPTIONS FROM OUTLINE.

To the Teacher.—These descriptions from outlines are mere hints as to the matter and order of the composition. Each exercise should be preceded by a conversation about the topic. Where practicable let a pic-

ture of the object or the object itself be before the class. Encourage the children to give the results of their observation or reading, and lead them to take an interest in looking up the subject before the recitation. Arrange all the information that they bring to the class under the heads given in the outlines. Guard against making the descriptions too long.

THE REINDEER.

106. 1. Cud-chewer. 2. Size of the deer; hair in summer, in winter; mane; antlers. 3. In the north; half tame. 4. Moss,



In the north; half tame.
 Moss, or lichen, that serves as food; bad effect of ice-storms.
 Draft and pack animals; milk; skin; antlers; flesh; bones.
 Most valuable domestic animal of Laplanders.

107. Describe according to the following plan a number of animals

that have been discussed in the class. 1. Name, class, order, or species. 2. Body. 3. Where found? 4. Food and habits of life. 5. Use or harm.

COAL.

108. 1. Combustible mineral; formed from buried forests.
2. Description: black; brittle; combustible; often glossy.
3. Where found: in mines; in what lands? 4. Uses: for heating; for making gas.

LESSON XLVIII.

ADVERBS OF MATERIAL, MEANS, AND CAUSE.

FROM BIBLE HISTORY.

Out of what did Noah build the ark? Out of what did the mother of Moses make his little ark? With what did she smear it? Out of what did Aaron make an idol? Of what were the tables of the law made? With what did David slay Goliath? By what means did Saul rouse God's anger against him? On account of what was Solomon distinguished? Why did Cain kill Abel?

109. Answer the questions, noting the adverbial phrases.

LESSON XLIX.

MATERIAL AND MEANS.

Out of what is the birds' nest built? flour made? money stamped? paper made? By what means are rocks blasted? trees uprooted? machines moved? streets lighted? fish caught? By what means does one become rich? poor? wise? sick?

110. Answer the questions by giving the material or the means.

CAUSE.

The brothers of Joseph sold him to the merchants. The journey must be given up. The traveler rejoiced. The horse is much prized. Stones sink in water. Washington would not lie. The fire is built. The pond froze over. Boys skate.

111. In each case make a statement of the cause or reason.

LESSON L.

PURPOSE.

For what does one use water? powder? wood? salt? What purpose does the tongue serve? the pen? the house? the cane? For what purpose do we use lime? chalk? paper? paint? fire?

112. State the purpose of each of the articles named. — Ex.: We use water for cooking, washing, and drinking.

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LESSON LI.

DESCRIPTION FROM OUTLINES.

THE LION.

113. 1. Beast of prey; cat family; king of beasts. 2. Length,



two yards; height, one yard; body, compact, powerful; jaws; teeth; tongue; eyes; mane; breast; hinder parts; tail. 3. In the daytime; ravines; jungles. 4. At sundown, search for prey; roar. 5. Cattle;

sheep; giraffes; antelopes; gazelles.

LESSON LII.

REVIEW OF ADVERBS.

THE SILKWORM.

The silkworm originally came from China, but it is now at home in Europe. Two European monks brought it to Greece. From there it gradually spread all over south Europe. The young silkworms hatch out from tiny eggs in spring. From the first day they eat the leaves of the mulberry tree. They continue eating for six weeks. In the meantime they moult or cast their skin several times. They cease to eat at the seventh week. By this time they have become as large as a little finger. The silkworm now encloses itself in an egg-shaped cocoon by moving its head around constantly in regular order for

about three days. The cocoon consists of a thread about 4000 yards long, spun with great skill. Men can unwind this thread with instruments. The silkworm is very highly prized on account of its thread, out of which valuable silk goods are made.

From what place? (whence?) To what place? (whither?)
(b) For adverbs of time with When? How long? How often? (c) For those of manner with How? (d) Reason with Why? Purpose, for what purpose? Means, with what?

LESSON LIII.

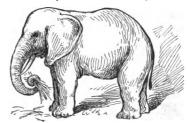
DESCRIPTION FROM OUTLINE.

THE ELEPHANT.

To the Teacher. — It will add greatly to the interest, if the children are encouraged to look up facts and incidents about elephants. Brief narratives concerning them may be brought to the class and read aloud. The points thus brought out may be used to elaborate the description; or the material thus acquired may serve for a new exercise.

115. Pachyderm (thick-skinned animal). Giant among land

animals. 2. Length, from four to six yards. Weight, from eight to nine thousand pounds; skin; head; eyes; ears; trunk; tusks; ivory; neck; legs. 3. Africa, India; woods supplied with plenty of water; in herds. 4. Foliage of trees;



young twigs; maize; rice; teachable. 5. Pack and draught

LESSON LIV.

THE MOLE.

The mole has his dwelling beneath the earth. the miner among animals. His whole body is adapted to such a life. It is about six inches long, from tail to nose, and is covered with thick, velvet-like fur. The small eyes are concealed by the fur. Four short feet extend from his body. They are adapted to digging and shoveling under the earth. The mole is fond of making his home in gardens and meadows. He burrows runways for himself in the ground. Those dug in winter are deeper than those made in summer. He can run very rapidly in these channels. We know from his teeth that he is an insect eater. No one has ever found plant food in his stomach. But in spite of his usefulness his life is sought by man, for he ridges up the earth as he burrows. He also cuts off the roots of plants in his search for insects. The mole will live on good terms with no other animal. On this account he is often engaged in strife. Two moles in the same runways will fight with each other until one of them is killed.

116. Select the adverbial phrases (preposition and noun) and tell what adverbial ideas they express.

DESCRIPTION FROM OUTLINE.

IRON.

117. 1. (What it is) Metal, seven to eight times as heavy as water. 2. (Mining and kinds) Earth. Iron ore, miner, stamping mill, smelting furnace. Pig-iron, cast-iron. Former,

hard, brittle; latter, tough, ductile. Steel; production of steel, steel elastic. 3. (Uses) Workmen who work up iron; tools; instruments; in castings, kettles, stoves, etc. Iron indispensable; easily rusted; cover with paint.

RULES AND PRINCIPLES.

- 1. Adverbs are words that indicate time, place, cause, manner, degree, origin, purpose, or means. They usually modify verbs, but they may also modify adjectives (The day is exceedingly warm), or adverbs (The song was very sweetly sung).
- 2. Adverbial words or phrases of place answer the questions Where? To what place? (whither?) From what place? (Whence?) Ex.: The bird sings in the tree. The bird flies to the tree. The apple falls from the tree.
- 3. Adverbial words or phrases of time answer the questions When? How long? How often? We have thunder storms in summer. They often last for hours. It lightens often.
- 4. The adverbial element of manner answers the questions How? In what manner?— Ex.: How did Solomon rule? Solomon ruled wisely.
- 5. The adverb of cause answers the question Why? That of degree, How much? That of origin, Out of what? That of purpose, Why? For what purpose? That of means, Whereby? With what?—Ex.: The mother cries for joy (cause); the air is very sultry (degree); the ring is made of gold (origin); wings serve for flying (end or purpose); one becomes skillful by practice (means).
 - 6. The adverbial idea is expressed: —
- (a) By words: Yonder, always, faithfully, almost, etc.
- (b) By phrases: At noon, by the river, for fun, with promptness, out of sticks, by hand, etc.
- (c) By clauses: Boys skate, because they enjoy the sport. Note. — Adverbial clauses are fully treated on pages 180-184.

CHAPTER V.

SENTENCE FORMS.

DECLARATION, QUESTION, COMMAND OR ENTREATY, EXCLA-MATION.

LESSON LV.

ZEUS AND THE SHEEP.

SHEEP: O, Eternal Father, in what helplessness hast Thou created me! I must suffer from all animals. If I could only defend myself. Moderate my misery, my Creator!

ZEUS: I well perceive, my faithful creature, you are too defenseless. Shall I furnish your mouth with savage teeth, and your feet with claws?

SHEEP: O, no; let me have nothing in common with ferocious beasts.

ZEUS: Or shall I put poison in your mouth?

SHEEP: Ah, if I would not then be hated like the poisonous snake!

ZEUS: What then shall I do? I will plant horns on your head and strengthen your neck.

SHEEP: Not that either, good Father. How easily I might become quarrelsome, like the goat.

ZEUS: But reflect. You must yourself be able to do harm, if others are to fear to harm you. Choose, therefore.

SHEEP: O leave me then, good Father, as I am. With the power to harm, how easily the desire to harm might arise in me. Is it not better to suffer wrong than to do wrong?

ZEUS: You are right, good Sheep. O, that all were of the same mind! Cherish this thought, and you will be happy.

118. Select from this dialogue (a) the declarative or narrative sentences; (b) the exclamatory sentences; (c) the interrogative sentences; (d) the imperative sentences that express (1) an entreaty, (2) a command. Observe carefully the punctuation marks used at the close of these sentences.

LESSON LVI.

SENTENCE EXERCISES.

119. Write (a) five proverbs or sayings containing a command. — Ex.: Look before you leap; (b) ten questions in geography and answer them; (c) wishes in youth, in age, in good fortune, in misfortune, upon going to sleep, upon waking; (d) exclamations at the sight of the starry heavens, upon the arrival of a long-expected friend, upon the receipt of sad news; (e) petitions in the imperative form, with nouns used in address; for example, Father, forgive them.

Remark. — Words like O and Ah are often used in exclamations, and are called interjections. Observe the punctuation of these words in Lesson LV. Should O or Ah constitute the entire exclamation, then the exclamation mark would follow it directly; thus, O! Ah!

LESSON LVII.

DESCRIPTION FROM OUTLINE.

THE FLY.

120. 1. Insect. 2. Shape of body; parts; head; eyes; proboscis; thorax; two wings; six legs; structure of legs and wings. 3. Larvæ in decaying matter; perfect insect; dwelling rooms; stables; pantries. 4. Sweet things, all kinds of food, but in fluid state. 5. Food for birds and frogs; injurious to man; soiling walls and furniture; sucking of blood; rapid increase; means for destruction.

LESSON LVIII.

DESCRIPTION FROM OUTLINE.

THE CARP.

121. 1. River fish. 2. Form of body; size; color of fins; thick lips (beard); shape of tail fin; age. 3 and 4. Ponds; rivers with beds of mud. Food: worms, larvæ, small frogs, vegetable matter, decaying animal matter, bread, fruit, potatoes, etc. Enemies: pikes, otters, eagles, herons, muskrats, ducks; great power of reproduction; 300,000 eggs yearly. 5. Food; well-flavored; fish culture; how caught.

LESSON LIX.

DESCRIPTION FROM OUTLINE.

THE HAZEL BUSH.

122. 1. Bush (why so called?). 2. Bark of the old and young stems; form and margin of the leaves; catkins in

February and March; buds with crimson stigmas; nuts in autumn; hull; shell; kernel. 3. Kernel good to eat; children; squirrel; nut-oil.

Rules and Principles.

- 1. There are declarative, interrogative, imperative, and exclamatory sentences. Imperative sentences may express (1) a real command, or (2)/an entreaty.
- 2. A declarative sentence should be followed by a period; an interrogative sentence, by an interrogation point; an imperative sentence, by a period; an exclamatory word or sentence by an exclamation point.—Ex.: The bell rings. Does the bell ring? Ring, bell. How the bell rings!
- 3. Direct quotations contain the exact words of another. Ex.: The fox said, "Don't forget to climb out. It's cool in the well."
- 4. Separate a direct quotation from the rest of the sentence by a comma or commas. Ex.: The wolf said, "Six months ago your father abused me." "Six months ago," replied the lamb, "I was not born."
- 5. Inclose the words of a direct quotation in quotation marks ("—"); if the quotation is broken into two parts by the words of the speaker, use two sets of quotation marks.—

 Ex.: "Why do you," said the wolf, "dirty my water?"

Note. — For drill on direct quotations, see Chapter II. of Part I.

CHAPTER VI.

BUSINESS LETTERS.

LESSON LX.

TO THE TEACHER. — Business letters are more formal and concise than those of friendship. They usually omit all matters not pertaining to the subject in hand, yet they must be full enough for clear understanding. The pupils should be drilled upon the following models until they can use them readily. For the addressing of the envelope, refer the pupils to Part I.

BUSINESS FORMS.

[Form 1.]

500 Wabash Ave., Chicago, Ill., Sept. 9, 1896.

Messrs. Brown, Smith, & Co.,
Buffalo, N. Y.

Gentlemen:-Please forward by Adams Express, etc.

Very truly yours,

James M. Gillespie.

[Form 2.]

London Grove,

Chester Co., Pa.,

March 12. 1897.

Publishers, "Youth's Companion,"
Boston, Mass.

Sirs:—Please find inclosed postal note for one dollar and seventy-five cents to pay, etc.

Respectfully yours,

Mabel M. Smith.

[Form 3.]

Dr. Lyman R. Jones,
Supt. of City Schools,
Louisville, Ky.

My dear Sir: - Will you kindly inform me if there are to be any vacancies, etc.

Sincerely yours,

Harriet L. Jacobs.

Richmond, Ind., April 4, 1897.

LESSON LXI.

391 Locust St.,
PHILADELPHIA, Pa.,
June 21, 1896.

JOHN WANAMAKER,

Market St., Philadelphia.

Dear Sir: — I wish to apply for a position as Cash Boy, in answer to your advertisement in the morning "Ledger."

I am thirteen years old, and have just graduated from the grammar school in this city. I am well and strong, and am not afraid of hard work. I think I can earn four dollars a week, and shall try to be faithful to my employer.

My teacher, Mr. James, has given me a recommendation, and I can also get one from the gentleman for whom I worked last summer.

Very respectfully yours,

WILLIAM J. SMEDLEY.

123. This letter may serve as a model for others on similar topics.

LESSON LXII.

To the Teacher. — Each of these exercises, well done, is enough for one lesson. Additional practice in writing business letters can be easily provided, if thought needful.

124. Ask some Y. M. C. A. president with whom you are acquainted, by letter, to introduce and recommend you to a business man, for the purpose of obtaining employment.

- 125. Inclose one dollar and seventy-five cents to Perry Mason and Company, Boston, Mass., 201 Columbus Ave., for the "Youth's Companion," writing the letter and subscribing for the paper.
- 126. Send a letter to Strawbridge and Clothier, Philad'a, asking for samples of goods for men's suits, appropriate for summer wear.
- 127. A case of eggs sent from the west to your mother, was delayed on the road till damaged. Write to the express company asking for reimbursement of loss.
- 128. Write to Dr. Geo. Warren, 1718 Walnut St., Philadelphia, for an appointment to do your annual dentistry.
- 129. A Summer School at Ocean Grove, New Jersey. Best of instruction, most healthful and delightful location, terms reasonable. For catalogue, terms, etc., address James A. Gordon, P.O. box 40.

Answer this advertisement as if requested by your mother, who wishes to send her two sons for two months to the school, especially inquiring about the out-door enjoyments, sailing, swimming, etc.

- 130. Wanted, Boy about 17, for office work in West Philadelphia: hours, 7 a.m. to 6 p.m. Apply by letter, giving age, reference, and wages expected, to 788 Holly St., West Philadelphia, Pa.
- 131. Suppose you have trouble with your back or side, and wish to be excused from calisthenic practice. Write to the Superintendent or to the Principal of the School, stating reasons and request, and referring to some physician.
- 132. Charles Adams, Secretary of the Monmouth Athletic Club, sends a challenge to the "Merry Men" of Hayden for two base ball games beginning on the twelfth of next month. Answer the challenge, accepting or refusing. If the challenge is not accepted, give reasons.

LESSON LXIII.

DESCRIPTION FROM OUTLINE.

TREES.

133. 1. Natural kingdom to which they belong. 2. Parts: root, stem (pith, heart, sapwood, bark), top (branches, limbs, twigs, leaves, flowers, fruits, seeds). 3. Kinds. 4. Use or harm.

Describe, according to the following plan, a number of plants that have been discussed in the class.

1. Name, order, or species. 2. Outer qualities: roots, stem, leaves, fruits. 3. Location. 4. Use or harm.

LESSON LXIV.

THE STATE OF ILLINOIS.

To the Teacher.—It is well to keep such lessons as this in close connection with the geography work.

- 134. 1. Size; population; position (in the Mississippi Valley). 2. Boundaries. 3. Surface: mostly rolling or level prairies; northern and central parts, black loam; southern, clayey soil. 4. Water ways: Mississippi, Wabash, Ohio, Rock, Illinois, Kaskaskia; lakes; canals. 5. Climate, changeable; productions: corn, wheat, oats, rye, barley; cattle, horses, sheep, hogs; many manufacturing establishments. 6. Divisions (counties, congressional districts) and important places: Chicago, Springfield, Peoria, Bloomington, Champaign, etc.
 - 135. Make a geographical description of your own State according to the following plan: 1. Name and size. 2. Position (boundaries, etc.). 3. Surface and waters. 4. Productions and inhabitants. 5. Noteworthy things or places.

LESSON LXV.

DESCRIPTIONS FROM OUTLINE.

IN THE GARDEN.

136. 1. Description. 2. Various kinds of gardens. 3. How men busy themselves in the garden. 4. Animals found there.

IN THE FIELDS.

137. 1. General description. 2. Different kinds of fields.
3. Work done in the fields; farming, description of the same.
4. Inhabitants of the fields (animals).

AT THE RIVER.

138. 1. Its source. 2. Its course: various lands passed through or bounded, mountains, cities, valleys, bridges. Its mouth. 3. Its use: carry off surplus water, make valleys fruitful, navigation, mills and factories, supply cities, water, baths, fish. 4. The river in winter. 5. Damage: inundations.

THE SUMMER EVENING.

139. 1. Decrease of heat, grass, leaves, birds, air, rest.
2. Sunset, last rays, hills or mountains, horizon, purple, fading color of the clouds, twilight. 3. Call to the laborers, return of the workers from the field and shop. 4. Approach of darkness, moon, stillness. 5. Sleep.

THE THUNDER STORM.

140. 1. Appearance before the storm: air, plants, animals, men; changes in the heavens; cloud pictures. 2. During the storm; the storm and its effect on dust, trees, and lakes or rivers; anxiety, shelter of men and beasts. Darkness, distant thunder, lightning; approach of the storm, wind, rain. 3. After the storm; scattering of clouds; rainbow; song of birds; hum of insects; all nature refreshed.

LESSON LXVI.

THE RETURN.

Rip shook his head, shouldered his rusty firelock, and with a heart full of trouble and anxiety, turned his foot-



steps homeward. As he approached the village he met only strangers dressed in a fashion different from that to which he was accustomed. They stared at him and stroked their chins. Rip did the same, only to find that his beard had grown a foot long.

As he entered the village a troop of strange children trooped at his heels, hooting after him and pointing at his

gray beard. Strange dogs barked at him. The village was altered. It had new streets and more houses — strange names were over the doors—strange faces at the windows.

He found his own home gone to decay the roof fallen in, the



windows shattered, and the doors off the hinges. It was empty, forlorn, and apparently abandoned.

"God knows," he exclaimed to the villagers who gathered around him, "I'm not myself — I'm somebody else — I was myself last night, but I fell asleep on the mountain, and everything's changed, and I'm changed, and I can't tell what's my name, or who I am." All stood amazed, until an old woman, tottering out from the crowd, put her hand to her brow, and peering under it in his face for a moment, exclaimed, "Sure enough, it is Rip Van Winkle, it is himself! Welcome home again, old neighbor. — Why, where have you been these twenty long years?"

141. From this outline write the story of Rip's return.

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CHAPTER VII.

THE CONTRACTED SENTENCE.

LESSON LXVII.

GOLD AND SILVER.

Gold and silver are metals. Both are lustrous and tough. They may be melted, hammered, and bent. Gold is a very rare and expensive metal. Silver also belongs to the precious and rare metals. Gold is noted for its metallic luster and its beautiful color. It is, besides, heavy and soft. Silver is harder, but not so heavy. Gold is found in greatest quantities in America and Australia and Africa. It is dug out of the earth, or washed out of the sands of the rivers, or removed from powdered rock and earth by means of chemicals. It is found only in a pure or unmixed state. Rich silver mines are found in Nevada, Arizona, New Mexico, and Colorado.

- 142. Inquire for the part of the sentence that is compounded (made up of two or more words having a similar use). Ex.: What are metals? Gold and silver.
- 143. Change each sentence into as many separate sentences as there are words of similar use in the compounded part. Ex.: Gold is a metal. Silver is a metal.

LESSON LXVIII.

DRILL EXERCISES IN CONTRACTION.

To the Teacher. — In these drill exercises much emphasis should be placed upon the use of the comma in the series. See Rules and Principles at the close of the chapter. It will promote progress to divide the class into several groups by numbering one, two, three, four, etc., one, two, three, four, etc., until each child has a number, and then assigning a sentence to each group in succession.

- 1. Children must be polite. Children must be prompt. Children must be clean (and). 2. Labor shuts the door on the doctor. Peace shuts the door on the doctor (and).
 3. Men change quickly. The winds change quickly (and). 4. Polite words do much. Polite words cost little (and). 5. Salt makes the cheeks red. Bread makes the cheeks red (and). 6. Drink makes many a man poor. Cards make many a man poor (and). 7. The worthless borrow. The worthless do not repay (but).
- 144. Unite the sentences under each number into a single contracted sentence. Ex.: Children must be polite, prompt, and clean.

VERSE FOR DICTATION.

ARIEL'S SONG.

Where the bee sucks, there suck I;
In the cowslip's bell I lie;
There I couch when owls do cry;
On the bat's back do I fly
After the summer merrily.
Merrily shall I live now
Under the blossom that hangs on the bough.

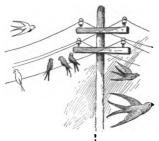
LESSON LXIX.

COMPOSITION EXERCISES.

DEPARTURE OF A PAIR OF SWALLOWS.

(On a September evening.)

145. Introduction, swallows upon the edge of the nest,



twitter; what the swallows said:

1. Announcement of the departure (Reason, preparation, time).

2. Description of the journey (Mountains, sea, dangers).

3. Description of the new home (Tropical land, climate, food).

4. Thanks for hospitality received.

5. Petition to spare the nest, hope of return.

6. Farewell.

HISTORY OF A CHRISTMAS TREE.

(Told by himself.)

146. Introduction; Christmas Tree in the corner of the

yard, sparrows for auditors. 1. Life in the woods, good listening place, comrades; special pleasures (Song of birds, company of rabbit, woodmice, squirrel, quiet, the noise of the hunt, etc.). 2. Departure from the woods, snowy December morning, woodman, tree dealer, journey to the city. 3. Arrival at the selling place, exhibited with compan-



ions, a small wood, examination by the customers, chosen.

4. Fate in the house, decoration, Christmas eve, the room, the company, the pleasure, put away after the celebration, conclusion.

STORY OF A CENT.

147. Coined 1870, news boy, candy woman, baker, little maid, savings bank, exchange, laborer, lost from pocket, old woman, contribution box.

FATE OF A FLAX STOCK.

- 148. In the field, blossoms, pulling, breaking, and hatcheling, the spinner, the weaver, the bleacher, the merchant, the housewife, the rag man.
- 149. Lessons similar to the above: fate of a grain of wheat. History of a coffee-bean. What the moon saw on Christmas eve.

LESSON LXX.

THE SERIES.

TO THE TEACHER.—Let each pupil answer a single question, making the series as long as he can when it is not a limited one. Some of the exercises may be assigned for written busy work, or for home work, others may be recited orally in the class, or they may be written upon paper or upon the blackboard.

What are the names of the days of the week? of the months? What are the four cardinal points of the compass? What are the chief parts of a plant? of the human body? Which are the domestic animals? the beasts of prey? the songsters among birds? What minerals are metals? What are the names of the New England States? of the large rivers flowing into the Mississippi River? of the towns in your county?

150. Answer each of the above questions in a contracted sentence. — Ex: The days of the week are Sunday, Monday, etc.

The seasons come and go regularly. Fruit trees must

have careful culture if they are to bear fine fruit. Swimming birds have web feet. Firearms are now highly perfected. The legal holidays are much enjoyed by children. Three great rivers flow into the Mississippi. Several Southern States are washed by the Gulf of Mexico. Many great commercial cities are situated on the coast.

151. Form contracted sentences from the above by using individual names instead of the italicized words. — Ex.: Spring, summer, autumn, and winter come and go regularly.

LESSON LXXI.

What does the farmer do? the carpenter? the bee? How may the water be? the air? the pupil? What do people do in church? in the woods? What did George Washington do? In what condition was America when Columbus discovered it? How did its inhabitants look? What was David.

152. Answer the questions with several predicates, connecting them by and or or. — Ex.: (a) The farmer plows, harrows, sows, harvests, mows, and threshes. (b) The carpenter saws or planes. (Notice the punctuation.)

What kind of a pupil is praised? What kind of an animal is the dog? the cat? the lion? How many wings have insects? How many days has a month? In which month does Easter come? The fruits of what trees are eaten? Which birds have web feet? Whose dwelling is beneath the surface of the earth? The roots of what plants do we eat? From what hides is leather made? Whose life does the fox seek?

153. Answer the questions, using two or more adjective modifiers and connecting them with and or or.—Ex.: A diligent and well-behaved pupil is praised.

What does the hunter shoot? What does the fox strive to catch? Whom should a child honor? What do the chickens eat? What does the soldier defend? Whom does the teacher instruct? What do the horses draw? What does the farmer sow?

154. Answer the questions, using several objects connected with and or or.

LESSON LXXII.

WORD STUDIES.

Ness. In the night it is dark. In the forest the beasts are wild. The apple is red. A friend is good to his friend. Jacob was very sad. The fate of Pharaoh's army was swift and bitter. Cold words do not make glad hearts. The weary traveler needs quiet rest. A soft answer turneth away wrath. Vile words often lead to base deeds.

155. Change the sentences so that nouns ending in ness will result. — Ex.: Evil doers love the darkness of the night.

Good, sweet, slow, black, large, small, base, hard, cheap, smooth, calm, deaf, rough.

156. Form nouns in ness from the foregoing adjectives, and place the nouns in sentences. — Ex.: Goodness. Thank the Lord for his goodness to the children of men.

Deadness, lightness, brightness, fairness, greatness, sameness, madness, holiness, weakness, fatness, illness, readiness.

157. Place each of these nouns in a sentence, and then change the sentence so as to use the adjective from which the noun was derived. — Ex.: It was the *deadness* of the limb that caused it to break under the boy. The *dead* limb broke under the boy.

LESSON LXXIII.

Whither do the singing birds go in the autumn? Whence do we obtain sugar? When are the meadows mowed? When do the pupils have vacation? How do the tulips bloom? From what is sugar made? With what does the farmer cultivate his land? By what does one recognize a bird? To what does idleness lead?

158. Answer the questions, using two or more words connected by and or or. — Ex.: Sugar is made from cane or beets.

IN THE GARDEN.

Turnips, men – animals, serve as food. Corn, field – garden, raised. Cucumbers, green – pickled, eaten. Tubs – barrels, laid. On account of the roots, parsnips – celery, prized. People are fond of the leaves of lettuce – cabbage. Cabbages – tomatoes, set out. Watermelons – muskmelons, are good.

159. Form contracted sentences from the above words, connecting the similar parts with the words not only - but also.
-Ex.: Turnips serve as food not only for men, but also for animals. Notice the use of the comma before the word but.

LESSON LXXIV.

WORD STUDY.

NOUNS IN "TH" FROM ADJECTIVES.

Truth crushed to earth shall rise again. A hale body generally means a long life. Sloth and filth are twin vices. We admire a warm heart and a strong arm. The children are in a merry mood.

As high as the mountain, As deep as the sea, As broad as the ocean, Is God's love for thee.

160. Change these sentences so that instead of the adjective you use the noun derived from it, or instead of the noun you use the adjective from which it was derived.— Ex.: That which is true will rise, though it be crushed to earth. Length of life usually depends on health of body.

LESSON LXXV.

SWITZERLAND.

Cities, villages - valleys, mountain sides. Inhabitants follow farming, stock-raising, hunting. Dairymen, cheese - butter, make. Cities, manufacture - trade, engage in. According to race, German, French, Italian. Catholic - Protestant religion, profess. Switzerland visited on account of high mountains - beautiful valleys.

161. Form contracted sentences, using the connectives either—or, partly—partly, as well—as also.—Ex.: The cities and villages lie partly in the valleys, and partly on the mountain sides.

LESSON LXXVI.

THE FIRST SNOW.

162. Introduction. Cloudy November day. Fall of snow. Thoughts at its sight: 1. The children returning from school. 2. The farmer. 3. The hunter. 4. The coal dealer and clothier.

5. The rich merchant. 6. The poor widow. 7. The sick.

HISTORY OF A DROP OF RAIN.

163. Introduction. After a rainstorm. A communicative drop falls upon the hand of a listener and tells its story.

1. Distant home. Life in the sea. 2. Warm south wind. Water, vapor. 3. Journey through the air. Ascension. Sojourn in various strata of air. Condensation. Trip to the land. Union with other clouds. Effect of the warm sunshine. Development of a thunder storm. 4. Descent. Rapid sinking. Union of many fellow-travelers. Pause upon the broad leaf of a tree. Fall through the roof of foliage. Conclusion. At the last words, ray of sunshine, disappearance of the drop from the hand, new journey through the air.

LESSON LXXVII.

THE SONG-BIRDS.

Song-birds, small body – powerful voices. The most plain – some brilliant, plumage. Feed on insects and worms – also seeds. Nest, trees – many, earth. Autumn, migrate – spring, return. Bobolink, Carolinas – thrushes, Southern States. Robins, March – swallows, April, return.

164. Form condensed sentences, using the connective but.

FROM NATURAL HISTORY.

The cat is trustful and gentle. The peacock has indeed fine feathers. The toad is indeed an ugly animal. The mole does ridge up the ground. The silkworm is truly an insignificant insect. The chrysalis of the butterfly does indeed show no signs of life. Chickens have indeed wings. The seal can indeed move about on land.

165. Unite with each of the above sentences another sentence whose meaning is in contrast or opposition to the first, using the connectives but, yet, nevertheless. — Ex.: The toad is indeed an ugly animal, nevertheless it is a very harmless one.

CONTINUATION.

To thrive well, insects need a great deal of warmth. Fish breathe through gills. Gulls feed upon fish. The food of the mole consists of worms. Swallows seize their food while upon the wing. The owl is blinded by the light of day. Song-birds find little food in the North during the winter. Bees also can find no food in winter. Amphibians also lack food in the cold seasons of the year. The whale has a very small throat. He must from time to time get air.

LESSON LXXVIII.

THE FISHES.

Fish live in the water. They breathe through gills. The water is not swallowed by them. They have cold blood. Their skin is covered with scales. In moving they use their fins. They swallow their food whole.

Their tongues are bony. They are dumb. The sun hatches out their eggs.

166. Form contracted sentences and use the connectives not -but. — Ex.: Fish do not, like mammals, live upon the land, but in the water.

Rules and Principles.

- 1. A contracted sentence is one in which two or more similar elements of the sentence relate to another common element. Ex.: Iron is the cheapest and most useful METAL. (Here cheapest and most useful relate to the third word, metal, modifying it as adjectives.)
- 2. A contracted sentence may be expanded into as many separate sentences as there are similar elements relating to a common element. Ex.: Iron is the cheapest metal. Iron is the most useful metal.
- 3. Similar elements may be united by connecting-words (conjunctions), or they may stand unconnected, being merely separated by a comma. Ex: The useful and noble horse. The useful, noble horse.
- 4. Use the comma to separate the members of a series of similar elements when the conjunction and is omitted in one or more places. Ex.: The days of the week are Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday. "I am a plain, blunt man." Labor, temperance, and peace shut the door on the doctor.
- 5. Use no comma with or, unless the words connected by it mean the same thing. Ex.: Sugar is made from cane or beets. He gave me fifty cents, or half a dollar. In the second example, the two expressions fifty cents and half a dollar mean the same thing, hence the comma must be used.

CHAPTER VIII.

THE COMPOUND SENTENCE.

LESSON LXXIX.

WINTER.

In winter nature rests, and the earth gathers new forces for the coming spring. The trees stand leafless; only the evergreens have kept their green foliage. the song-birds can not be found, and so they have deserted their homes. The day lasts only eight or nine hours, and one must therefore use lamplight. It continues to grow colder, therefore people clothe themselves in warm clothing and furs. The cold penetrates even the houses, so that the rooms must be heated. Rain seldom falls, but it snows so much the oftener. People know how to protect themselves from the cold, but many animals find it very hard to do so. Birds find little food in the fields and woods, so they keep close to human dwellings. For the poor and the sick winter is a hard time, but it brings also many pleasures. The skaters glide over the ice, and the boys build snow men and coast with their sleds. cold reddens their cheeks, yet they would rather be out of doors than in the house. Grown people attend concerts and lectures, or they go into society. Winter has still another charm, for at this time Christmas comes.

part or clause harmonizes in thought with the first. The word and, expressed or understood, is the main connective in this kind of sentences. (2) Those in which the second part or clause is in contrast or opposition to the first. But or yet is the main connective here. (3) Those in which the first part or clause is a result of the second (for); those in which the second is a result of the first (and therefore, and so, etc.).

LESSON LXXX.

WORD STUDIES.

DERIVATIVE ADJECTIVES.

Y, ly, less, ful, ous, able, ive, dis, im, um.

HUMAN QUALITIES.

What do we say of a man who has power, industry, luck, hunger, thirst, fear? Of one who lacks a home, a friend, hope, fear, pity, wit, faith? Of one who preserves his honor, who acts like a friend, who attends, who returns thanks for favors, who is easily excited? Of one who is not content, polite, skillful, truthful?

168. Answer the questions, using adjectives with the suffixes y, ly, less, ful, ous, able, ive; or the prefixes dis, im, un.

Adjectives in *ly* or *less* from nouns: Man, queen, friend, mother, rascal, child, father, God.

169. Derive an adjective from each of these nouns, and use it in a sentence. — Ex: A manly boy does not imitate bad things in men.

LESSON LXXXI.

THE FIRE.

To the Teacher. — One of the main purposes of these exercises is to familiarize the pupil with the various uses of the copulative, adversative, and correlative conjunctions. See that they apprehend the thought relations involved.

Darkness had settled over the fields – stillness everywhere (and). The farmer has cared for his horses and

cattle-housewife busy in the kitchen-children asleep. A red glare now lights up the yard-rush out (and). The red tongues of flame lick the roof of the granary-by loud crackling show their power (and).



At the same time loud cries for help are heard – neighbors come running – pour on water (and). But the flames spread – heat increases – barn catches fire – house threatened (and, also, even). Now the mother springs for her children – father saves stock and household goods – soon everything a sea of flames (and). Sadly they view the glowing ruins – leave the place of misfortune – friends offer shelter (then, and). By and by, however, ashes and ruins disappear – new buildings by diligent workers – everything better than before (and, finally).

170. Form compound sentences, using the given connectives.

— Ex.: Darkness had settled over the fields and stillness reigned everywhere.

LESSON LXXXII.

ADVERSATIVE CONNECTIVES.

THE DANUBE AND THE ELBE.

The Danube rises in the Black Forest. The Elbe rises in the mountains about Bohemia (but). The Danube in general flows east. The Elbe takes a northwest direction (but). The latter flows through only German countries. The former flows through Austria, Hungary, and Turkey (but – on the other hand). The Elbe receives its most important tributaries on the left side. The Danube receives its most important tributaries on the right side (however). The Danube empties into the Black Sea. The Elbe empties into the North Sea (but). The Elbe forms no delta at its mouth. The Danube forms a delta at its mouth (but). The Danube is the river of the wine-growing south. The Elbe is the river of the agricultural north (however).

171. Unite these sentences, correcting the parts by the words in parentheses. Do not make needless repetitions. — Ex: The Danube rises in the Black Forest, but the Elbe rises in the mountains about Bohemia. Observe that adversative connectives connect sentences that are in contrast, or opposed to each other.

LESSON LXXXIII.

WORD STUDIES.

(a) A forest without a path, a plain without a tree, a house without a roof, a sky without a star, a night without a moon, a plant without a flower, a remark without a

point, a child without a home, a season without rain. (b) A cheerless room, a brainless fop, a beardless youth, an artless maid, a measureless distance, a defenseless child, a restless touch, a sleepless night, a senseless remark, a thoughtless act.

- 172. Change the phrases under a into adjectives ending in less and complete the sentences. Ex: A forest without a path is a pathless forest.
- 173. Change the adjectives under b into phrases or clauses meaning the same thing, and complete the sentences. Ex.: A cheerless room is a room without cheer.

LESSON LXXXIV.

THE ALPS.

Alps, many attractions - dangerous (but). The snow fields are a grand sight - avalanche (but). The high

peaks give splendid views – fall (yet). Journeying is very pleasant in summer – winter, difficult to travel (but). In the Alps there are many lakes and rivers – few fish (however). The Alps have many grazing places – farming difficult (but). Chamois hunting is much enjoyed by the dwellers among



the Alps - dangerous (yet). The Alpine inhabitants are mostly poor people - contented life (nevertheless). They

often thrive better elsewhere - long for the mountains again (yet notwithstanding).

174. Form compound sentences, using the given connectives. Observe that in each of these sentences the second part or clause is in contrast with the first, or has a certain opposition to it in meaning. On this account it is called adversative.

LESSON LXXXV.

THE SEA.

1. The greater part of the surface of the globe is not dry land, it is, rather, covered by the sea (but). 2. The surface of the sea is often covered with high waves, this is not always so (yet). 3. Sea water is bright and clear. On account of its salt, bitter taste it is unfit to drink (yet notwithstanding). 4. Ordinarily the sea has a bluegreen appearance. It often appears dark or black-green (yet). 5. This is on account of the sky above, at times a



consequence of the quality of the bottom of the sea, often because of enormous quantities of small aquatic animals or plants (either – or – or). 6. The appearance of the sea at times fills us with wonder and admiration, at other times it impresses us with fear

and aversion (whereas). 7. The sailor fears the ocean storm. The perfect calm is quite as bad for him (however). 8. Men navigate the ocean with steamships, yet they also use sailing vessels (either - or). 9. A trip

on the ocean is full of pleasures, but it has its dangers (yet - also). 10. The sailor, however, does not go upon the sea with fear and trembling, he goes rather with hope and joy (but - on the contrary).

175. Form compound sentences, using the parenthetical words as adversative or alternative connectives. An alternative connective offers or denies a choice. — Ex: You may go or stay as you like. A dog in a manger will neither eat nor allow others to eat. These conjunctions often go in pairs, thus: either – or; neither – nor.

LESSON LXXXVI.

WORD STUDIES.

Home, art, month, death, smoke, odor, head, year, tooth, color, week, cloud, supper, ground, coward, flesh, fire, use, sight, power, leaf.

176. Derive an adjective from each of the foregoing words, using appropriate suffixes and find a noun which it may modify.

— Ex.: A homeless wanderer, a cloudy day, a fleshy man.

VERBS FROM ADJECTIVES.

En. To make broad and high, to turn red or black, to grow dark, to become glad or sad, to grow soft or hard, to make deep and wide, to make weak or strong.

177. Instead of these expressions, use verbs ending in en, and also select direct objects for the verbs. — Ex.: To broaden the wall, to heighten the effect.

Fat, dead, mad, light, sweet, deaf, white, short, sick, slack, bright.

178. Make verbs in en from these adjectives, and form complete sentences. — Ex.: The farmer fattens his hogs for market.

LESSON LXXXVII.

AMERICA.

America lies - northern, southern hemisphere (not only - but also). It is washed - Atlantic, Pacific, Arctic ocean (partly, partly, and partly). In east or west, south or north, does not connect with other continents (neither nor). 4. Asia, Australia, Europe, Africa, surpass (not only - but also). 5. Only Asia larger population, greater area, possesses (and also). 6. America has broad plains, high mountains (not only - but also). 7. The Andes and Rocky mountain range is one longest, highest in the world (not merely - but also). No human foot trod, eye seen, interior of some of the primeval forests of South America (neither - nor). Vast numbers of large, small animals to be found there (as well as). America watered, many, large rivers (not only - but also). Asia, Europe can show no stream like the Amazon or the Mississippi (neither - nor). America rich in products, vegetable, animal, mineral kingdom (as well as - as also). Home of Llama, Cobra de Capello, rattlesnake, potato, tobacco, Indian corn (not only - but also). The people cultivate Indian corn, wheat, oats, barley, rve - cotton, sugar cane, coffee, tobacco (partly - and partly). Well populated eastern, western coast (not alone - but also).

179. Complete these sentences, using the connecting words in the parentheses. — Ex: America lies not alone in the northern, but also in the southern hemisphere. Not only the eastern, but also the western coast is well populated.

LESSON LXXXVIII.

COMPARISONS.

MORNING AND EVENING.

180. 1. Similarities: Times of day; length; light; coolness; pleasures. 2. Differences: Portions of the day which precede them; condition and actions; animals and plants morning and evening; actions and feelings of men; appearances in the sky.

VILLAGE AND CITY.

181. 1. Similarities: Dwelling-places; streets; houses.
2. Differences: Size; conveniences (light, water, street-cars, etc.). Occupations of men.

MAMMALS AND BIRDS.

182. 1. Similarities: Animals; blood (color, warmth); breath; lungs; skeleton, hence vertebrates. 2. Differences: Young brought forth alive; eggs; form of the head; covered with hair, with feathers; number of legs; movement through the air, upon the ground; voices; size and weight.

APPLE AND PEAR TREE.

183. 1. Similarities: Fruit trees; uses: fruit, wood; beauty: in spring, in autumn; many kinds. 2. Differences: Size, crown (round, like a pyramid); blossoms (former reddish, latter white); fruits (nearly round, more oblong).

GOLD AND IRON.

184. 1. SIMILARITIES: Metals obtained by mining; smelted by great heat; weight; ductility (capable of being drawn out into wire). 2. DIFFERENCES: Gold a precious metal; iron a useful metal; gold yellow, lustrous; iron from gray to black gold much heavier and more ductile than iron; gold by mining and by washing earth or sand, iron controlled used for ornaments and coins, iron machinery, bridges, etc.

LESSON LXXXIX.

CONNECTIVES SHOWING CAUSE OR CONSEQUENCE.

THE BIBLE.

- 1. The Bible was written thousands of years ago, it is very ancient. 2. Its authors were inspired men—holy and worthy of reverence. 3. It contains the entire Christian religion and a vast treasure of lofty doctrines and truths. 4. It should be our light and trust, and a guide through life. 5. It gives assurance of divine love and care, also strength and courage in hours of danger. 6. Its promises fill us with trust in God, they also give us courage and consolation in misfortune. 7. Many chapters of the Bible sing of the wonderful works of the Creator and also of His goodness and wisdom.
- 185. Change the foregoing into compound sentences, using the following connectives: 1. hence; 2. therefore; 3. consequently; 4. therefore; 5. hence; 6. consequently; 7. hence.

RULES AND PRINCIPLES.

- 1. A compound sentence is one composed of two or more independent clauses. Ex.: Day broke and we arose from our couches.
- 2. The members of a compound sentence are usually joined by such connectives (conjunctions) as and, but, or.
- 3. A connective (conjunction) is a word that connects differtences, or similar parts of one sentence. Ex.: Art is

 179. Cc is fleeting. Salt and bread make the cheeks red.

 in the parenthese in tivesides; there are others that show connorthern, but also in tivesides; there are others that show coneastern, but also the words, as but, yet, still, nevertheless; and

there are still others that offer or deny a choice between two things, as or, either-or, neither-nor. All of these conjunctions are called co-ordinates, because they unite sentences or elements of sentences that have the same grammatical value or office. Thus, they may connect two or more adjectives modifying the same noun, or two or more adverbs modifying the same verb, or two or more subjects of the same verb, etc.

CHAPTER IX.

THE COMPLEX SENTENCE.

I. THE ADJECTIVE CLAUSE.

LESSON XC.

TO THE TEACHER. — There are three chief classes of subordinate clauses in the complex sentence, the adjective, the objective, and the adverbial. Make frequent use of the Rules and Principles at the close of this chapter, while drilling upon them.

COMMON SALT.

Salt is one of the minerals that are indispensable to us. In usefulness, it far surpasses gold, which serves mostly for ornament. It is of equal rank with iron, which is highly prized by all. Nevertheless, people seldom give it the place that it deserves. Its presence everywhere is the reason that it is often regarded so slightly. If we search through nature, we find salt everywhere. The air, which surrounds us, contains elements of salt. The sea, too, is a source of salt that we can never exhaust. We find salt most abundantly, however, when we descend into the earth. There we find salt beds that are hundreds of feet thick.

186. Write down the principal clause of each of the foregoing sentences.

Note.—A complex sentence consists of a principal clause and a subordinate clause. A principal clause makes good sense when standing alone; the subordinate clause does not. In these sentences, the subordinate clauses begin with that, which, if, when.

187. First copy each subordinate clause, and then change it so that it might become a principal clause. — Ex: That are indispensable to us.

LESSON XCI.

DECLENSION OF THE RELATIVE PRONOUN.

To the Teacher.—The relative pronoun is so fundamental to the adjective clause that its various forms and uses should be closely apprehended. Finer grammatical distinctions should be reserved for technical grammar.

SUBJECT FORM.	POSSESSIVE FORM.	OBJECTIVE FORM.
1. Who.	Whose.	Whom.
2. Which.	Whose.	Which.
3. What.	Whose.	What.
4. That.	Whose.	That.

(a) Whittier's poems inspire youth. The virtues of President Lincoln are everywhere praised. The bravery of heroes deserves acknowledgment. Hold no one to be a friend without proofs of his faithfulness. (b) The United States, on account of position and culture, belongs in the first place among the nations of the New World. All the most cultured nations of Europe are adherents of Christianity. The United States owes its independence largely to Washington and Franklin. (c) The Swiss honor Tell as the founder of their freedom. The people of India and China raise rice in place of our other grains. Men find amber along the coasts of the Baltic. (d) In the castle of

Sansouci, Frederick the Great best loved to dwell. The common people in Ireland subsist mostly on potatoes. The greatest machines are driven by steam. With the invention of printing, the spread of knowledge began. The Mohammedans draw their religious instructions from the Koran.

188. Change each of the foregoing into a complex sentence containing a relative clause. Use the possessive pronoun whose with the sentences under a, the objective with the preposition under b, the direct object under c, and the objective with a preposition under d.—Ex.: (a) Whittier is the man whose poems inspire youth. (b) The United States is the country to which belongs the first place, etc. (c) It is Tell whom the Swiss honor as the founder of their freedom. (d) Sansouci is the castle in which Frederick the Great best loved to dwell.

189. Place the relative pronouns used in the last exercise in the plural by making minor changes in the principal clauses. — Ex.: Whittier and Lowell are the men whose poems inspire youth. Notice that relative pronouns have the same form in singular and plural.

LESSON XCII.

CORRECT POSITION OF THE RELATIVE CLAUSE.

The mouse is a great plague to the cook, which is a small rodent. The fox catches no hen, that sleeps. Here is a dwelling for rent to a quiet family, that is well furnished. The donkey possesses a stubborn will, which came originally from Asia. The field lies hard by the pond, in which my father labors.

190. Put these sentences into the right form.

CORRECT USE OF THE RELATIVE PRONOUN.

To the Teacher. — Be sure that the pupils understand the distinctions mentioned in the *note* to this exercise.

The Israelites entered the land —— had been promised them. The Israelites were often discontented and disobedient, —— displeased the Lord. Nobody knows —— a day will bring forth. Nothing happens —— is not for our best good. The sea —— is situated between Europe and Africa and North and South America, is called the Atlantic Ocean. A regular rise and fall of the sea is observed —— is called the ebb and flow of the tide. The horse, —— deserves plenty of oats, seldom gets them. There is much in life —— appears mysterious to us. Carry to God in prayer —— causes you care. The law —— is within us is called conscience. The money —— I loaned Mr. N. I have to-day received.

191. Determine whether which, what, or that is the correct form to use.

Note. — What as a relative pronoun is equivalent to that which. That is to be used in clauses that limit or restrict the meaning of the noun for which it stands, and which for those that are merely explanatory or non-restrictive. A clause introduced by which is set off by commas, but commas should not be used to set off clauses introduced by the relative that.

LESSON XCIII.

ALL THAT GLITTERS IS NOT GOLD.

Many who do not think of this saying are deceived. But another experience, which everybody has, is still oftener forgotten: "Much that does not glitter is nevertheless gold." He who does not believe this and does not think about it is still worse off. In a well-tilled field, in a well-directed business, there is much gold hidden which a diligent hand can find. A quiet heart and a good conscience do not glitter, though they are worth more than gold. Often there is least gold where there is the most pomp and glitter. He who makes much noise has little courage. He who talks much of his deeds has little to tell. A man once boasted that he had a half-bushel of dollars at home. When he was asked to show them, he was very slow about it. Finally he brought a small round measure to view, which one could cover with the hand. But he excused himself with a cunning speech. He said that his dollar measure was smaller than his grain measure.

- 192. Find the sentences in which the subordinate clause stands (a) before, (b) at the close of, (c) between the parts of the principal clause. Copy the sentences and underline the subordinate clause, thus: All that glitters is not gold.
- 193. Change each sentence into two principal sentences. Ex.: All that glitters is not gold. Many things glitter. They are not all gold.
- 194. Change the principal clause into a question, and answer it with the subordinate clause. Ex.: Many who do not think of this saying are deceived. Who are deceived? Those who do not think of this saying. Form the following groups:

 (a) Subordinate clauses answering the question Who? or What? (b) What kind of? (c) Whom? or What? (d) Where? When? How? Why?
- 195. Change the subordinate clauses into parts of the principal clause. Ex: The thoughtless are often deceived. But another common experience is still oftener forgotten.

LESSON XCIV.

THE PARENTHETICAL CLAUSE.

Dear Friend George: -

That last evening we had an eclipse of the moon you are a diligent student of the almanac - will not be news to you. This event - you will not be surprised, because of my known interest in all occurrences in the heavens - gave me a very great pleasure. In order to observe everything carefully I went into the field at the back of our house — you know the place well — and here I was fortunate enough to meet our teacher, who explained to me this remarkable event in the sky. Let me now tell you — I know well that you are interested in such things - what I learned about it. The stars of the solar system -- they are also called planets -- never stand still, but move in immense circles about the sun. If two planets in their course come to stand in a straight line, one behind the other, — this, in general, rarely happens, the one in the rear can get no light from the sun. if the moon stands in such a position that the earth is between it and the sun, — this can of course happen only when the moon is full, — the earth casts its shadow upon the moon, so that no light from the sun can reach it. Take the trouble to think about this (and you do not shrink from a little thinking) and you will soon see that it must be this way. Should you still be in doubt on any point (such a thing would be quite possible), I will make it clear to you when you come to see me. With the best of good wishes, Your schoolmate,

HARRY JONES.

196. Copy this letter, changing the parenthetical sentences into subordinate clauses. — Ex: Since you are a diligent student of the almanac, it will be no news to you that we had an eclipse of the moon this evening. Notice that parenthetical clauses are set off by dashes (——) or by marks of parenthesis (); they are also often set off by commas.

LESSON XCV.

POISONOUS PLANTS.

Plants that contain poison are said to be poisonous. A poisonous plant that grows upon rubbish heaps is called henbane. A poisonous growth that sometimes appears on heads of rye is called ergot. A plant which has a cherry-shaped fruit is called the deadly nightshade. Hemlock, which is sometimes found in gardens, resembles parsley (Death of Socrates). The poisonous, onion-like plant that blooms in the spring and gets its leaves only in the fall, is the meadow-saffron. The mushrooms that look the finest are generally poisonous.

197. Separate each of the foregoing complex sentences into two parts, one principal and one subordinate (the adjective clause). — Ex.: Plants are said to be poisonous (principal), that contain poison (subordinate).

SAYINGS.

Barking dogs rarely bite. A sleeping fox catches no poultry. One must build a golden bridge for a fleeing enemy. We must not muzzle the working ox. Stern masters do not rule long. Slowly gathering storms are

most severe. A bird in the hand is worth two in the bush. A penny saved is a penny earned.

198. Change the italicized adjective modifiers into adjective clauses. — Ex.: Dogs that bark rarely bite. A bird that is in the hand is worth two that are in the bush.

LESSON XCVI.

THE HORSE.

- 1. The horse belongs among those animals that are most useful. 2. The neck, which is somewhat arched, is longer than the head. 3. On the neck and head is the mane, which is long and flowing. 4. The tail is supplied with hair, which is very long. 5. Four strong legs support the body, which is very shapely. 6. On each foot there is a hoof, which is very tough. 7. The body is covered with hair, which is short and glossy. 8. The tanner makes leather from the hide, which is very serviceable. 9. On the wild grassy plains of South America, there are many horses, which are wild.
- 199. a. Write the principal clause in each sentence. Notice that this standing alone makes complete sense. Ex.: The neck is longer than the head. b. Write also the adjective clause in each sentence, observing that this clause alone does not make complete sense. Ex.: Which is somewhat arched.
- 200. Change the adjective clause in each sentence into an adjective word element.—Ex.: The body is covered with short and glossy hair. On the wild grassy plains of South America, there are many wild horses.

LESSON XCVII.

AUTUMN.

The season that immediately follows summer is called autumn. All fruits that ripen in summer are gathered in the autumn. Among the field products that ripen latest are potatoes. Fruit, which tastes very good, is either picked or shaken off. The grape-vine, which thrives on the sunny hill-side, yields its delicious grapes. Birds that feed upon insects leave us at the beginning of the rough season. Insects that remain with us find protection under moss and stones. The little creatures that spin cobwebs are spiders. The farmers sow the kinds of grain that will bear our winters, in the fall. The game that wanders unsuspecting through the woods is surprised by the hunter.

201. Reconstruct the sentences so that the adjective clause shall stand at the close of the sentence. — Ex. The hunter surprises the game that wanders unsuspecting through the woods.

The comma is generally used with adjective sentences beginning with which, but is not used with those beginning with that.

202. Change a number of the sentences in the exercise on "The Horse," so that the adjective clause shall separate the principal clause into two parts. — Ex: There is a hoof, which is very tough, on each foot.

LESSON XCVIII.

Home-made bread tastes best. The disobedient child was punished. Dangerous structures are torn down. Unripe fruit injures the health. A sleeping fox catches

no poultry. A bad egg spoils the whole dish. An instructive book is like a good friend. An imported horse commands a good price. Famished wolves are dangerous to travelers.

203. Change the italicized words into adjective clauses. — Ex.: Bread that is made at home tastes best. Connect the subordinate clauses with that. Use no commas.

LESSON XCIX.

2. THE CLAUSE OBJECT.

To the Teacher. — The *object* is a subordinate, not a principal element of the sentence. It limits the verb by completing its meaning — making it more definite. Hence the object clause is a subordinate one, limiting the verb.

Dear Kent: -

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You have doubtless learned through the papers that our fair commences on the eighth of September. You told me that your school does not begin until later. I do not of course know whether a visit to our fair would please you. But still I desire that you should come to see me at that time. I promise you that you shall see all the sights on the fair grounds. Ask your parents if they will not let you come on the day before the fair commences. Say to them that my parents also send you a cordial invitation to come. You may tell them, too, that I will see you safely home again. Write me soon, whether you can come or not. That your letter will tell me you can accept our invitation, I very much hope.

Your friend,

FRED PERCY.

DATTON, O., August 8, 1897.

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- 204. Select the clause objects by asking the questions What? or Whom?—Ex.: What have you doubtless learned through the papers? That our fair commences on the eighth of September.
- a. 365 days, 25th of December, the beginning of spring, the longest day, harvest time. b. To visit, to write, keep well, to live long, to have many happy returns of my birthday, to deserve the good opinion of people. c. To decline an invitation, sick, can not meet friend at the depot, must leave to-morrow, shall be gone four weeks.
- 205. Supply objective clauses beginning with that, the principal clauses being as follows: a. I know; b. I hope; c. I regret to say. Ex.: I know that the year has 365 days. I hope that I shall be able to visit you soon. I regret to say that I must decline your invitation.

LESSON C.

Dear Brother: -

Your non-arrival we very greatly regret, for we had expected your coming at the appointed time. Naturally you will not wonder at our going to the depot. Punctually at the right moment, the whistle announced the arrival of the train. Many travelers alighted, but our eyes sought in vain for you. At this moment a messenger boy told us of the arrival of a telegram. From this we learned the impossibility of your visiting us. We very much regret your sickness, yet we hope for your early convalescence. Father and mother beg earnestly for the greatest possible

care of your health. From the bottom of my heart I hope for a happy reunion two weeks from to-day.

Your affectionate brother,

HENRY SMITH.

CHICAGO Ill., Sept. 1, 1896.

206. Change the italicized words into object clauses introduced by that. Ex.: We very greatly regret that you have not arrived.

DESSON CI

New York, Aug. 25, 1897.

My dear friend: -

You must certainly have wondered not a little over my long silence, for you wished to know something of what I saw in Philadelphia, but I shall hope for your pardon as soon as you have learned the cause of this delay. I remember very well your request, made before my departure, for a full written description of my journey, but you will have to get along without that to-day. I can merely announce to you my arrival in New York yesterday. All sorts of little delays hindered my more rapid progress. Please accept these few lines, therefore, merely as a sign of life, forget their belated arrival, and be assured of an early and full report. I pray you also to give my regards to all present when this reaches you, and to express my hope of an early response to this brief letter. Let me know something of your welfare soon, and think often of

Your absent friend,

GEORGE NOLAN.

207. Change the italicized parts into object clauses, and write the letter in this style. — Ex.: You must certainly have wondered not a little that I have remained silent so long.

LESSON CII.

3. ADVERBIAL CLAUSES.

FROM GEOGRAPHY. - PLACE.

- a. Cairo is situated where the Ohio and Mississippi join. Where the rivers empty into the ocean, sand banks are often formed. Where the city of Herculaneum once stood, there has been since the year 79 A.D., a lava field. Flourishing cities now stand where the Indian once dwelt in his wigwam. Wherever one went, after the Thirty Years' War, one found the traces of a dreadful destruction.
- b. On the site of old Fort Dearborn, a part of the city of Chicago now stands. Pittsburg lies at the junction of the Alleghany and Monongahela rivers. On the sites of the Christian churches in Jerusalem, Mohammedan mosques now stand. On the boundary between Europe and Asia lie the Ural Mountains. In all parts of Switzerland mighty mountains arise. Everywhere in Holland one finds lowlands.
- 208. Change the adverbial clauses in a to phrases, and the adverbial phrases in b to clauses. Ex.: a. Cairo is situated at the junction of the Ohio and Mississippi. b. A part of the city of Chicago now stands where old Fort Dearborn once stood.

LESSON CIII.

THE ADVERBIAL CLAUSE OF CAUSE.

THE BLACK FOREST.

1. The mountains east of Baden are called the Black Forest, because they are covered with dark green pine 2. Upon the mountain heights the cherry does not ripen until September, because the weather is very rough there. 3. On the other hand, the southern slopes of the mountains furnish excellent grapes, for the climate is mild there. 4. In the mountain streams much timber is floated down to the Rhine and the Neckar, because it is found in great abundance. 5. A large part of the population is engaged in manufacture, because farming does not pay well. 6. From the Black Forest watches and toys are imported even to this country, since they are so well made and so durable. 7. The people of the Black Forest are in good repute, since they are noted for their sociability, good nature, and diligence. 8. The Black Forest has many visitors every year, as it has much natural beauty.

209. Find the adverbial clause of cause by asking why?

LESSON CIV.

AMONG THE ANIMALS.

The frog can swim —. The crane can wade around in swamps —. The heron needs a long neck and bill —. The wood-pecker might be called the wood-chopper

among birds —... The squirrel in autumn fills his granary full of nuts —... In winter, rabbits come even into the gardens —... The cat is able to creep unperceived upon the mouse —... The deer sniffs the hunter from afar —... The number of elephants diminishes from year to year —...

210. Supply an adverbial clause of reason for each of the foregoing sentences, and write it with the connective because, or since, or for.

LESSON CV.

THE ADVERBIAL CLAUSE OF CONDITION.

THE WIND.

- 1. Open the outer door of a heated room. Cold air flows in, and warm air out. 2. A lighted candle is placed upon the door sill. The flame bends toward the rooms.

 3. Lift the light to the middle of the doorway. The flame becomes quieter and stands erect. 4. The light is held near the top of the doorway. The draft bends the flame outward. 5. Air is unequally heated. Wind arises.

 6. The wind is very strong. It is called a wind storm.

 7. Ships are upon the ocean in a storm. They are in danger. 8. Trees do not have strong roots. They are uprooted. 9. The wind blows from the north. It is usually cool in summer and cold in winter. 10. It comes from the south. It is generally warm.
- 211. Change the first sentence of each couplet into an adverbial clause of condition by beginning it with if. Ex.: If one opens the outer door of a heated room, cold air flows in, and warm air flows out.

LESSON CVI.

FROM THE MINERAL KINGDOM.

Burnt limestone becomes hot. Precious stones sparkle. Petroleum burns. Salt dissolves. Sulphur makes a suffocating smell. Phosphorus bursts into flame. Lead melts. Iron rusts. Steel produces sparks. Quicksilver is malleable. Verdigris gathers.

212. Supply a subordinate clause for each sentence, using the connective if. — Ex.: Quicksilver is malleable, if it is in a solid state.

Rules and Principles.

- 1. A complex sentence is a sentence consisting of one principal clause, and one or more subordinate clauses. Quicksilver is a mineral (principal) that is usually in a liquid form (subordinate).
- 2. A subordinate clause is a modifying clause that does not make complete sense when standing alone. Ex.: That is usually in a liquid form. This does not make complete sense, because we do not know from this sentence alone what that stands for.
- 3. A subordinate clause may stand (1) before the principal clause, as, When a fox sleeps, he will catch no poultry; (2) after the principal clause, as, A fox will catch no poultry when he is asleep; (3) between the parts of the principal clause, as, A fox, when he is asleep, will catch no poultry.
- 4. Subordinate clauses may be: (1) Adjective, (2) objective, (3) adverbial.
- 5. Adjective clauses introduced by which are explanatory, and need to be set off by a comma or commas; if introduced by that, they are limiting, or restrictive, and do not require the

comma. — Ex.: Horses, which are noble animals, should be well cared for. Horses that work need full feed.

Notice that the clause introduced by which is explanatory and applies to horses in general, while that introduced by that is restrictive, limiting the class horses to those that work. The first needs to be set off by commas, because it is really parenthetical, and might be omitted without greatly changing the sense. Notice also the difference we make in reading the two.

It sometimes happens that good taste requires the use of which in the restrictive sense. When this occurs no comma or commas should be used.

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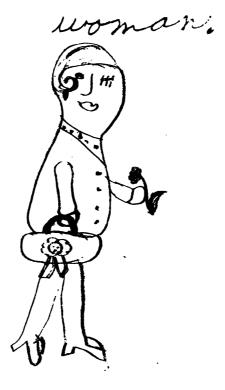
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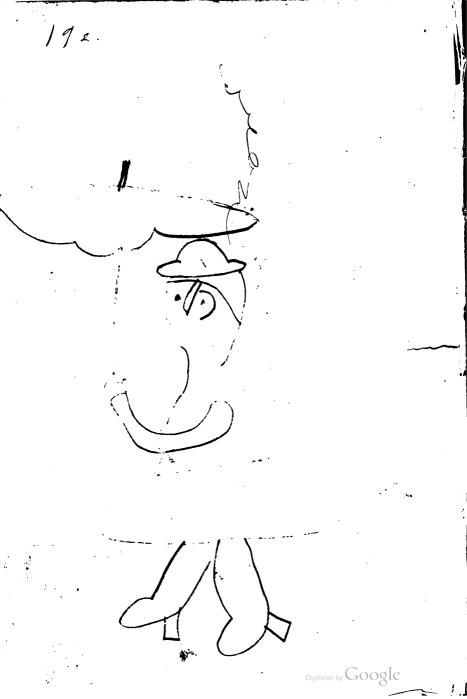
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